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Request for Approval of New Internet- or Computer-Based Community School

Ohio Revised Code [3314.013](#) allows for no more than five new internet- or computer-based community schools to open per year. All new internet- or computer-based community schools or existing community schools wishing to begin operation as an internet- or computer-based community school must receive approval from the superintendent of public instruction based on measures prescribed in Ohio Administrative Code [3301-102-09](#), unless a sponsor rated “Exemplary” on its most recent sponsor evaluation is seeking to open a new internet- or computer-based community school that will primarily serve students enrolled in a dropout prevention and recovery program.¹ Applications will be evaluated based on the following criteria:

- (1) The sponsor's experience with online schools, which shall include, but not be limited to, the following:
 - (a) The number of years and number of online schools for which the sponsor provided monitoring and technical assistance since the inception of such activities;
 - (b) The degree to which the online schools met Ohio's operating standards for online schools, which the department shall make available on the department's website; and
 - (c) Any full-time equivalency determinations issued by a state education agency for a school for which the sponsor was responsible for oversight;
 - (d) Previous experience of key personnel employed by the sponsor in providing oversight or technical assistance for schools utilizing online or blended learning models;
- (2) The operator's experience with online schools, which shall include, but not be limited to, the following:
 - (a) The operator's experience, in the managing the daily operations of an online school or providing programmatic oversight and support to an online school since the inception of such activities;
 - (b) Previous experience of key personnel employed by the operator related to operation of online or blended learning models;
 - (c) The degree to which the online schools met Ohio's standards for online schools; and
 - (d) Any full-time equivalency determinations issued by a state education agency for a school for which the operator managed the daily operations;
- (3) The sponsor's schools' records of academic performance in all years under its sponsorship including:
 - (a) Assessment of the sponsor's schools' student performance, as aligned with the evaluation system described in section 3314.016 of the Revised Code; and
 - (b) Report cards and performance ratings issued for the sponsor's community schools under section 3302.03 of the Revised Code; and

¹ Section 3314.013(B)(4) allows for a sponsor rated “Exemplary” on its most recent evaluation conducted under section 3314.016 of the Revised Code is permitted to open to two new internet- or computer-based community schools that will primarily serve students enrolled in a dropout prevention and recovery program each year, not to exceed six new schools in a five-year period.

- (4) The operator's affiliated schools' records of academic performance in all years under its operation as measured by the following:
- (a) Report cards and performance ratings issued for the sponsor's community schools under section 3302.03 of the Revised Code;
 - (b) Comparable performance ratings of out-of-state schools with which the operator has experience; and
- (5) A preference for operators with previous experience in Ohio.

Eligibility Requirements

Criteria	Yes	No	Not Applicable
Applicant meets Ohio definition of an internet- or computer-based community school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applicant's sponsor received an overall rating of "Effective" or higher on its most recent sponsor evaluation, if rated.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Applicant Affirmation

I attest that the application requesting approval for a new internet- or computer-based community school meets all eligibility requirements listed above.

Terrance N. Bivins

Board President

Name: _____ Position: _____

Pathfinder Career Academy of Ohio

Organization: _____

Signature:  _____ Date: 1/17/2023

Timeline for Form Submission:

Applicants should note the timelines listed below:

January 18, 2023: The applicant must work closely with a sponsor and operator to complete the application. Sponsors are required to submit the completed form electronically **via Epicenter by 11:59 p.m.** on the due date to receive consideration. Only complete applications will be considered. The Department will not review any late or incomplete applications after the deadline.

February 15, 2023: The applicant will receive a decision from the Department on the status of its application.

February 28, 2023: The Department will post application results on its website, along with a list of applications and their review and outcome status.

INCOMPLETE APPLICATIONS WILL NOT BE SCORED.

If you have questions about the application, please email community.schools@education.ohio.gov.

Submission Instructions:

Sponsors are required to submit the internet- or computer-based community school application, all required documents and supporting materials to the Office of Community Schools via Epicenter.

Instructions for Submitting Application in Epicenter:

- 1) Log onto Epicenter at epicenternow.org
- 2) Click the *Sign In* link at the top of the screen.
- 3) Enter your username and password.
- 4) Click on *Document Center*.
- 5) On the Document Center page, click the *Submission Upload* button.
- 6) For Entity Type, select *school*.
- 7) For Submission Type, select *Internet- or Computer-Based Community School Application*.
- 8) For Entities, select appropriate sponsor by checking box next to the sponsor's name.
- 9) Enter required information.
- 10) Click the *Upload New File* button to upload your document.
- 11) (Optional) Type a brief message to the reviewer.
- 12) Click *Submit*.

Internet- or Computer-Based Community School Application Form

Applicant Information

Proposed Internet- or Computer-Based Community School

Pathfinder Career Academy of Ohio

School Name: _____

4700 Rockside Rd, Independence OH 44131

Address: _____

Primary Contact

Susan Stagner

Senior Vice President, Business Development

Name: _____ Title: _____

419-280-4582

sstagner@accelschools.com

Phone: _____ Email: _____

- 1) Is the proposed internet- or computer-based school a new or existing school? New _____
N/A
- 2) If the proposed school is an existing school, please provide the school's IRN. _____
- 3) Attach a copy of the application submitted by the applicant to the sponsor for the proposed school.
- 4) **(New School Only)** Attach a copy of the preliminary agreement entered between the applicant and the sponsor of the proposed school. If the applicant does not have a preliminary agreement with a sponsor, please explain.

Proposed School Information

- 1) Please describe the proposed internet- or computer-based community school. In your description, please address the following:
 - reasons applicant believes Ohio would benefit from an additional internet- or computer-based community school
 - community and student population (demographics, ages, and grade levels) school intends to serve
 - enrollment area (specific counties in Ohio)
 - education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the International Association for K-12 Online Learning
 - expectations of academic performance, including academic achievement status or proficiency, academic growth, post-secondary readiness, and expectations for mission-specific performance measures
 - expectations of any non-academic school or student goals to which school will hold itself accountable
 - experience of key personnel (i.e., school leader, governing authority member(s), administrative or teaching staff)

Sponsor Information

Organization Name: St. Aloysius Orphanage Organization IRN: 083246
4721 Reading Road, Cincinnati, OH 45237
 Address: _____

Primary Contact

Name: David L. Cash, Jr. Title: Superintendent
614-837-8945 dcash@charterschoolspec.com
 Phone: _____ Email: _____

- 1) Identify all internet- or computer-based schools overseen by sponsor. For each of the sponsor's internet- or computer-based community schools, provide the following:
- name and unique school identifier of each internet- or computer-based community school (in Ohio, the IRN is the unique school identifier)
 - calendar years for which the sponsor provided monitoring and technical assistance for each internet- or computer-based community school

Unique school identifier	School name	First calendar year of sponsorship	Most recent calendar year of sponsorship	Total years of sponsorship
000282	Greater Ohio Virtual School	2019	2023	5
149088	Fairborn Digital Academy	2021	2023	3
000938	Gateway Academy of Ohio	2022	2023	2
017275	AchievePoint Career Academy	2018	2023	6

Sponsor's Experience with Online Schools

- 1) Describe the sponsor's experience with internet- or computer-based community schools. Please indicate the number of internet- or computer-based community schools the sponsor has provided monitoring and technical assistance to since the inception of such activities. Preference will be given to sponsors with multiple years of experience with internet- or computer-based community schools.
- 2) Describe the sponsor's assessment of the degree to which each of its sponsored internet- or computer-based schools is meeting the operating standards for online schools and complying with all applicable laws and rules. If applicable, describe the specific steps taken to correct each internet- or computer-based school's compliance with applicable laws and rules in the two most recent evaluation cycles.
- 3) Has the sponsor ever terminated or nonrenewed sponsorship with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate sponsorship for each internet- or computer-based school. Describe specific actions taken by the sponsor and timeline for each action. If the sponsor has not had to terminate or non-renew sponsorship with an internet- or computer-based school, please describe what circumstances would lead the sponsor to the decision to terminate sponsorship and specific actions the sponsor would take, including timeline for each action.

- 4) Please detail the previous experience of key personnel employed by the sponsor in providing oversight for schools utilizing an online or blended learning models;
- 5) Has the sponsor had oversight responsibility for a school that has received a full-time equivalency determination issued by the state education agency? If so, please include the school(s) and year(s).

Operator Information

If the school plans to work with an operator to manage the operations of the school, please provide the following.

Organization Name: Accel Online Ohio LLC Organization IRN: 019998
4700 Rockside Road, Independence, OH 44131
 Address: _____

Primary Contact

Name: Susan Stagner Title: Senior Vice President, Business Development
419-280-4582 Email: sstagner@accelschools.com
 Phone: _____

- 1) Is the operator registered with Ohio's Secretary of State? Yes
- 2) Is the operator affiliated with any other operators throughout the state of Ohio? (Affiliated means any individual, organization, or nonprofit organization that is officially connected to the operator.)
Yes

If yes, please list all operators with which the operator is affiliated. Accel Schools Ohio LLC
Accel Schools Akron FB LLC, Accel Schools Canton FB LLC, Accel Schools Cleveland FB LLC
Accel Schools Columbus FB LLC, Accel Schools Tiffin LLC

Operator's Experience with Online Schools

- 1) Describe the operator's experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state of Ohio.
- 2) Describe the operator's assessment of the degree to which each of the operator's affiliated internet- or computer-based schools is meeting the operating standards for online schools.
- 3) Has the operator ever terminated its agreement with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate agreement for each internet- or computer-based school. Describe specific actions taken by the operator and timeline for each action. If the operator has not had to terminate agreement with an internet- or computer-based school, please describe what circumstances would lead the operator to terminate agreement with an internet- or computer-based school and specific actions the operator would take, including timeline for each action.

- 4) Please detail the previous experience of key personnel employed by the operator related to operation of online or blended learning models;
- 5) Has the operator managed a school that received a full-time equivalency determination issued by the state education agency? If so, please list the school(s) and year(s).

Administrator Information

If school does not have an operator, the Department will evaluate the school's administrator's experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state Ohio. Applicants should include the resume/vita for the school administrator and provide a response with additional detail about the administrator's experience. The response also should outline the plan for operation of the school and the administrator's role in implementing the educational plan for the school, and how school leader intends to leverage past experience.

Academic Performance of the Sponsor's Schools

No submission is required of the sponsor. Please note this section pertains to all community schools, not just internet- or computer-based community schools. For this section, the Department will review the sponsor's schools' records of academic performance **in all years under its sponsorship** including assessment of the sponsor's schools' student performance, as aligned with the evaluation system described in section [3314.016](#) of the Revised Code and report cards and performance ratings issued for the sponsor's community schools under section [3302.03](#) and/or 3314.017 of the Revised Code. PLEASE NOTE: The Department will not include information from the 2019-2020 or the 2020-21 school years when evaluating this section.

Academic Performance Record of Operator's Affiliated Schools

This section applies to affiliations with all community/public charter schools, not just internet- or computer-based community schools, over the operator's history. For this section, the Department will review the operator's affiliated schools' records of academic performance **in all years under its operation** including report cards and performance ratings issued for the community schools under section [3302.03](#) of the Revised Code and comparable performance ratings of out-of-state schools with which the operator has experience. PLEASE NOTE: The Department will not include information from the 2019-2020 or the 2020-21 school years when evaluating this section.

- 1) If the proposed school will be contracting with an operator, provide a complete and comprehensive list of all schools managed by the operator in the state of Ohio since the operator's first year of operation. For each community/public charter school managed by the operator, provide the following:
 - name and unique school identifier of each school (in Ohio, the IRN is the unique school identifier)
 - type of school (site-based or online)
 - first and most recent calendar years for which the operator managed the daily activities of the school
 - total years operator managed school
- 2) If the operator managed the operations of schools outside of Ohio, provide a complete and comprehensive list year by year of all schools managed by the operator outside the state of Ohio. For each school managed by the operator outside of Ohio, identify the following information:
 - school's unique school identifier
 - school's name
 - type of school
 - state of location of school
 - list each school year with affiliation

- list overall state report card rating for that year
- URL that links to an explanation of the state's accountability system to allow the Department to compare the performance of those schools to Ohio's ratings system

NOTE: If the Department discovers that any of the information provided above is inaccurate, the applicant automatically will be ineligible to receive further consideration from the Department.

Alignment to iNACOL National Standards for Quality Online Programs

This section examines whether the proposed internet- or computer-based community school meets the standards developed by the International Association for K-12 Online Learning for operating a quality online program.

The applicant, sponsor and operator must work collaboratively to complete the Online Program Self-Evaluation Form on pages 23 through 33 (beginning on page 22 of the document) of the iNACOL National Standards for Online Programs [report](#). All three entities must come to a consensus and assign the proposed school a single rating for each standard based on the rating scale in the report. Please attach a copy of the completed Online Program Self-Evaluation Form to this application. The Department will use the assigned ratings to score the application based on the following:

Points	Criteria
Fully Developed 4 Points	This part of the application demonstrates a model of best practice. This part of the application scored between 90% and 100% of the total possible points .
Well Developed 3 Points	This part of the application demonstrates excellent implementation, comparable to other examples. This part of the application scored 80% or more of the total points, but less than 90% of the total possible points .
Adequately Developed 2 Points	This part of the application demonstrates good implementation, but somewhat lacked depth or detail. This part of the application scored 70% or more of the total points, but less than 80% of the total possible points .
Poorly Developed 1 Point	This part of the application demonstrates partial implementation, but additional work is needed. This part of the application scored less than 70% of the total possible points .
Not Addressed 0 Points	The application does not demonstrate a model of best practice, or this part of the application does not address the standards for quality online programs.

Preference for Operators with Previous Experience in Ohio

The superintendent of public instruction may approve up to five new internet- or computer-based community schools each year. Should the Department receive more than five applications for new internet- or computer-based community schools each year, preference will be given to qualified applicants managed by an operator with experience managing schools in Ohio.

- Does the operator have previous experience managing community schools in Ohio? Yes _____
- How many years of experience does the operator have managing community schools in Ohio?
9

- List all consecutive and nonconsecutive years of experience operator has managing community schools in Ohio.
2015-2023

Application Scoring

Each application will be rated using the criteria included in the internet- or computer-based community school application rubric and receive a composite score by adding the scores from each of the sections in the rubric. In addition to the composite score, information pertaining to sponsor and operator experience in terms of statutory compliance will be reviewed. In cases where a section is not applicable, the points per section for the remaining applicable sections shall be adjusted to maintain the same proportional weight within the calculation.

Each applicant's score and related information will be considered by the superintendent of public instruction in making decisions regarding the approval or disapproval of submitted and reviewed applications. The Department will determine annually the minimum threshold of total points earned to be recommended for approval. The superintendent of public instruction may approve up to five applications for new internet- or computer-based community schools to open for the upcoming school year.

Applicant Affirmations

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

Terrance N. Bivins

Board President

Name: _____ Position: _____

Signature  _____ Date: 1/17/2023

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Sponsor Affirmations

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

David L. Cash, Jr.

Superintendent

Name: _____ Position: _____

Signature  _____ Date: 1/13/2023

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Operator Affirmations

I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet- or computer-based schools.

Susan Stagner

Senior Vice President, Business Development

Name: _____ Position: _____

Signature  _____ Date: 1/14/2023

1CA9DF464ECC47C...

Internet- or Computer-Based Community School Application RubricApplication Submission Date: 1/18/2023

Pathfinder Career Academy of Ohio

Applicant Name: _____

St. Aloysius Orphanage

083246

Sponsor Name: _____ Sponsor IRN: _____

Accel Online Ohio LLC

019998

Operator Name: _____ Operator IRN: _____

The internet- or computer-based community school application consists of five sections: Proposed School Information, Sponsor's Experience with Online Schools, Operator's Experience with Online Schools, Sponsor's Schools' Records of Academic Performance in all years under its sponsorship, and Operator's Affiliated Schools' Records of Performance in all years under its operation. A sixth component, Preference for Operators with Previous Experience in Ohio, is not scored and will only be considered if the Department receives more than five qualified applications for internet- or computer-based community schools in Ohio. A committee will review all documentation and determine whether to grant approval of the internet- or computer-based community school.

Section A: Proposed School Information

Review Criteria	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
<p>The application described the proposed internet- or computer-based community school, including:</p> <ul style="list-style-type: none"> The reasons the applicant believes Ohio would benefit from an additional internet- or computer-based community school The community and student population (demographics, ages, and grade levels) school intends to serve If there is no management company, please describe the school leader's experience with online learning The enrollment area (specific counties in Ohio) The education plan and curriculum intended for each core 	0	2	4	6	8

content area and grade level that complies with the standards developed by the International Association for K-12 Online Learning <ul style="list-style-type: none"> The expectations of academic performance, including academic achievement status or proficiency, academic growth, post-secondary readiness, and expectations for mission- specific performance measures The expectations of any non-academic school or student goals to which the school will hold itself accountable 					
				Total Points Earned	_____ of 8
Comments:					

Section B: Sponsor's Experience with Online Schools

Review Criteria		None	Less than 2	3 or 4	5 or more
Number of online schools the sponsor provided monitoring and technical assistance		0	1	2	3
Review Criteria		Less than 1 Year	Between 1 and 3 school years	More than 3 school years	
Number of years sponsor has overseeing internet- or computer-based community schools in Ohio		0	2	3	

Review Criteria	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
<p>The application described the sponsor's experience with internet- or computer-based schools, including:</p> <ul style="list-style-type: none"> The number of internet- or computer-based community schools the sponsor has overseen The number of years the sponsor has providing monitoring and technical assistance to the schools Experience of key personnel sponsoring or operating an online or blended model 	0	0	1	2	3
<p>The application described the sponsor's assessment of the degree to which each of its sponsored internet- or computer-based school is meeting the operating standards for online schools and complying with all applicable laws and rules.</p> <p>AND</p> <p>If applicable, the application described specific steps taken by the sponsor to correct each internet- or computer-based school's compliance with applicable laws and rules in the two most recent evaluation cycles.</p>	0	1	2	3	4
<p>The application described instances where sponsor terminated or nonrenewed sponsorship with an internet- or computer-based community school, including:</p> <ul style="list-style-type: none"> Circumstances leading to the decision to terminate sponsorship for each internet- or computer-based school Specific actions taken by the sponsor and timeline for each action <p>OR</p> <p>If sponsor had not had to terminate or non-renew sponsorship with an internet- or computer-based school, application described:</p>	0	0	1	2	3

- Circumstances that would lead the sponsor to the decision to terminate sponsorship
- Specific actions the sponsor will take including timeline for each action

Review Criteria	More than One FTE Determination in past 3 years	One FTE Determination in past 3 years	No FTE Determination in past 3 years		
Sponsor was responsible for community schools with full-time equivalency (FTE) determinations issued by a state education agency.	0	2	4		
				Total Points Earned	/20
Comments:					

Section C: Operator's Experience with Online Schools

Review Criteria		Less than 1 year	1-3 years	4-6 Years	7 or more Years
Number of years operator has managing internet- or computer-based community/public charter schools		0	2	4	6

Review Criteria	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
The application described the operator's experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state of Ohio. Please include the experience of key personnel employed by the operator.	0	1	2	3	4
The application described operator's assessment of the degree to which each of the operator's affiliated internet- or computer-based schools is meeting the operating standards for online schools	0	1	2	3	4
<p>The application addressed instances where the operator terminated its agreement with each internet- or computer-based community school, including</p> <ul style="list-style-type: none"> • Circumstances leading to the decision to terminate its agreement with each internet- or computer-based school • Specific actions taken by operator and timeline for each action <p style="text-align: center;">OR</p> <p>If operator had not had to terminate its agreement with an internet- or computer-based school, the application described:</p> <ul style="list-style-type: none"> • Circumstances that would lead the operator to the decision to terminate its agreement with the internet- or computer-based school • Specific actions the operator will take including timeline for each action 	0	1	2	3	4

Review Criteria	More than One FTE Determination in past 3 years	One FTE Determination in past 3 years	No FTE Determination in past 3 years		
Operator was responsible for community schools with full-time equivalency (FTE) determinations issued by a state education agency	0	1	2		
				Total Points Earned	/20
Comments:					

Section D: Sponsor's Schools' Records of Academic Performance

The Department will be assigning a composite weighted score based on the cumulative performance of all schools overseen by the sponsor from academic years 2002-2003 and beyond. From academic years 2002-2003 through 2014-15, the total points will be weighed at 50 percent. For academic years 2015-16 and beyond, the total points will be weighed at 50 percent. The weighted points will be converted to points earned from 0 to 4. The score will then be converted to points from 0 to 20, which will be applied towards the total section points.

Weighted Points	Points Earned for Academic Performance Component	Section Points
3.50 – 4.00	4	18
2.50 – 3.49	3	15
1.50 – 2.49	2	12
0.50 – 1.49	1	7
0.00 - 0.49	0	0

Review Criteria	Points Earned 0	Points Earned 1	Points Earned 2	Points Earned 3	Points Earned 4
Academic Years: 2002-2003 and beyond	0	7	12	15	18
Total Points Earned					/18
Comments:					

Section E: Operator's Affiliated Schools' Records of Academic Performance

The Department will assign a composite weighted score based on the cumulative performance of all schools managed by the operator from academic years 2002-2003 and beyond. The weighted points will be converted to points earned from 0 to 4. The score will then be converted to points from 0 to 20, which will be applied towards the total section points.

Weighted Points	Points Earned for Academic Performance Component	Section Points
3.50 – 4.00	4	18
2.50 – 3.49	3	15
1.50 – 2.49	2	12
0.50 – 1.49	1	7
0.00 - 0.49	0	0

Operator Managing Schools in the State of Ohio Only:

If the operator only managed schools within the state of Ohio, the Department will assign percentage weights to the operator's affiliated schools' records of academic performance in all years under its operation based on the following. For academic years 2002-2003 through 2014-2015, the total points will be weighed at 50 percent. For academic years 2015-2016 and beyond, the total points will be weighed at 50 percent.

Operator Managing Schools Both in the State of Ohio and Outside the State of Ohio:

If the operator managed schools both in the state of Ohio and outside of the state of Ohio, the Department will assign percentage weights to the operator's affiliated schools' records of academic performance in all years under its operation based on the following. For all schools within the state of Ohio from academic years 2002-2003 through 2014-15, the total points will be weighed at 40 percent. For all schools within the state of Ohio from academic years 2015-16 and beyond, the total points will be weighed at 40 percent. For all schools outside the state of Ohio from academic years 2002-2003 and beyond, the total points will be weighed at 20 percent.

Review Criteria	Points Earned 0	Points Earned 1	Points Earned 2	Points Earned 3	Points Earned 4
Academic Years: 2002-2003 and beyond	0	7	12	15	18
Total Points Earned					/18
Comments:					

Section F: Alignment to iNACOL National Standards for Quality Online Programs

The Alignment to iNACOL Standards for Quality Online Programs section examines whether the proposed internet- or computer- based community school meets the standards developed by the International Association for K-12 Online Learning for operating a quality online program.

The applicant, sponsor and operator must work collaboratively to complete the Online Program Self-Evaluation Form on pages 23 through 33 (beginning on page 22 of the document) of the iNACOL National Standards for Online Programs [report](#). All three entities must come to a consensus and assign the proposed school a single rating for each standard based on the rating scale in the report. Please attach a copy of the completed Online Program Self-Evaluation Form to this application. The Department will use the assigned ratings to score the application based on the following:

Points	Criteria
Fully Developed 4 Points	This part of the application demonstrates a model of best practice. This part of the application scored between 90% and 100% of the total possible points.
Well Developed 3 Points	This part of the application demonstrates excellent implementation, comparable to other examples. This part of the application scored 80% or more of the total points, but less than 90% of the total possible points.
Adequately Developed 2 Points	This part of the application demonstrates good implementation, but somewhat lacked depth or detail. This part of the application scored 70% or more of the total points, but less than 80% of the total possible points.
Poorly Developed 1 Point	This part of the application demonstrates partial implementation, but additional work is needed. This part of the application scored less than 70% of the total possible points.
Not Addressed 0 Points	The application does not demonstrate a model of best practice, or this part of the application does not address the standards for quality online programs.

Review Criteria	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
Institutional Standards: The institutional standards address the vision, mission, philosophy and beliefs of an online program, and the elements critical to the operation of an online program. The standards examine: <ul style="list-style-type: none"> • Mission statement • Governance • Leadership • Planning • Organizational Staffing • Organizational Commitment • Financial and Material Resources • Equity and Access • Integrity and Accountability 	0	1	2	3	4

<p>Teaching and Learning Standards: The teaching and learning standards focus on how an online program develops or chooses its curricula, how the program's teachers deliver the curriculum to students, and how students' progress in the curriculum is assessed. These standards examine:</p> <ul style="list-style-type: none"> • Curriculum and Course Design • Instruction • Assessment of Student Performance 	0	1	2	3	4
<p>Support Standards: The support standards address the organization's academic, administrative, guidance and technical services critical to meeting the needs of all participants in the online program. These standards examine:</p> <ul style="list-style-type: none"> • Faculty • Students • Guidance Services • Organizational Support • Parents/guardians 	0	1	2	3	4
<p>Evaluation Standards: The evaluation standards examine the continual program improvement efforts including ensuring the program is meeting its intended purposes and identifying where improvements can be made to the program. These standards examine:</p> <ul style="list-style-type: none"> • Program Evaluation • Program Improvement 	0		2		4
Total Points Earned					/16
Comments:					

Section G: Preference for Operators with Previous Experience in Ohio (Not Scored)

The Preference for Operators with Previous Experience in Ohio section is not scored and will only be considered if the Department receives more than five qualified applications for internet- or computer-based community schools in Ohio. If there are more qualified applications than the Department can approve, the Department will consider the total years of experience the operator has managing community schools in Ohio.

Internet- and Computer-Based Community School Scoring Sheet

1/18/2023

Applicant Submission Date: _____

Pathfinder Career Academy of Ohio

Applicant Name: _____

St. Aloysius Orphanage

083246

Sponsor Name: _____ Sponsor IRN: _____

Accel Online Ohio LLC

019998

Operator Name: _____ Operator IRN: _____

REQUIRED RESPONSES AND DOCUMENTS**(Not Scored)**

- ☐ Applicant Information
- ☐ Sponsor Information
- ☐ Operator Information
- ☐ Preference for Operators with Previous Experience in Ohio

APPLICATION RESPONSES

Application Component	Points Earned	Points Possible
Section A: Proposed School Information		8
Sponsor's Experience with Community and Internet- or Computer- Based Community School(s)		20
Operator's Experience with Community/Public Charter and Internet- or Computer-Based Community School(s)		20
Section D: Sponsor's Schools' Records of Academic Performance		18
Section E: Operator's Affiliated Schools' Records of Academic Performance		18
Section F: Alignment to iNACOL National Standards for Quality Online Programs		16
Section G: Preference for Operators with Previous Experience in Ohio		
Total Points		100

*The Department has established that an application must earn at least 66% of possible points for approval.

RECOMMENDATION:

_____ Approved _____ Rejected

APPLICANT INFORMATION

- Application Submitted to Sponsor
- Preliminary Agreement Issued to School
- Proposed School Information

- Application Submitted to Sponsor



WAITLIST

Yes, please put me on the waitlist to potentially open in 2022-2023.

GENERAL INFORMATION

PRIMARY CONTACT

Susan Stagner

PRIMARY CONTACT TITLE

Senior Vice President, Business Development

ORGANIZATION

Accel Online Ohio

ORGANIZATION ADDRESS

1650 Tysons Blvd, #200 McLean, Virginia 22102

PHONE

(419) 280-4582

EMAIL

sstagner@accelschools.com

NAME OF PROPOSED SCHOOL

Pathfinder Career Academy of Ohio

PROPOSED ADDRESS OF THE SCHOOL/BASE OF OPERATION

Columbus

PROPOSED GRADES TO BE SERVED

6-12

PROPOSED SCHOOL YEAR TO OPEN

2022-2023

DO YOU PLAN TO ADD ADDITIONAL FACILITIES/LOCATIONS (SATELLITES/ANNEXES) UNDER THIS SAME CHARTER?

- No

IF YOU ANSWERED YES TO THE ABOVE QUESTION, PLEASE DESCRIBE THE TIMELINE FOR ADDITION OF THE FACILITIES.

N/A

MANAGEMENT COMPANY/OPERATOR AFFILIATES

AFFILIATES

- Yes

CHARTER/COMMUNITY SCHOOL

Charter/Community School	Capacity
Accel Schools Ohio LLC	Brick and mortar school affiliate- NA
Accel Schools Akron FB LLC	Brick and mortar school affiliate- NA
Accel Schools Canton FB LLC	Brick and mortar school affiliate- NA
Accel Schools Cleveland FB LLC	Brick and mortar school affiliate- NA
Accel Schools Columbus FB LLC	Brick and mortar school affiliate-NA
Accel Schools Tiffin LLC	Brick and mortar school affiliate- NA

DEVELOPMENT TEAM

ATTACHMENT 1: RESUME FOR DEVELOPMENT TEAM MEMBERS

- [Attachment-1-Development-Team-Resumes-Pathfinder-Career-Academy-of-Ohio.pdf](#)

DEVELOPMENT TEAM TRANSITION PLAN

All development team members, with the exception of Ms. Esposito and Ms. Stagner, will continue to be involved with the school after opening and their roles will remain the same as described in the roster. ACCEL team members will be supporting the local school staff.

GOVERNANCE

GOVERNING AUTHORITY MEMBERS

Name	Email address
Elise Geig	elise.geig@yahoo.com
George Husted	georgechusted@gmail.com
Elaine Tornero	elainetornero@reagan.com

ATTACHMENT 2: GOVERNING AUTHORITY RESUMES

- [Attachment-2-Governing-Authority-Resumes-Pathfinder-Career-Academy-of-Ohio.pdf](#)

GOVERNING AUTHORITY LEGAL COUNSEL INFORMATION

Name of Legal Counsel	Contact Information Phone and Email	Experience with Ohio charter school law
Mike Garcar, Callendar Law Group	330-338-3284, michaelgarcar@gmail.com	For over a decade, the Callender Law Group has been representing community schools in Ohio. The firm provides both legal and board liaison services to ensure that clients have access to quality legal services and that all board meetings are prepared for and carried out in a professional manner that complies with Ohio law.

GOVERNING AUTHORITY STRUCTURE

The Pathfinder Career Academy of Ohio (PCA) Board is currently made up of three members who are all residents of Ohio and bring a diverse set of skills to the Board. We will continue to build out the Board and

are looking for at least two more individuals with experience in: education, higher education, business and finance, online learning, organizational development, charter school governance, marketing, and community outreach. The board also seeks diversity in terms of race and ethnicity, gender, and age. Once the school opens, the Board may seek a PCA parent to join.

The Board members will use Board attorney guidance to ensure their meetings are held according to the Ohio Open Meetings Act and ensure full compliance with other state and authorizer requirements. The Board will meet monthly and the Bylaws and Code of Regulations provide the details regarding member recruitment and meeting protocol. These are provided as an attachment along with the Ohio non-profit incorporation certificate.

The Pathfinder Board members will be professional and ethical at all times, supporting the school's mission and vision. All members of the Board of Directors will complete a Conflict of Interest Form. At this time there are no conflicts of interest with the management company, authorizer or any contractors or vendors. We will continue to develop our Board conflict of interest policy to ensure transparency.

As the school's public agents, the Board is legally and ethically responsible for ensuring the school's academic achievement, organizational viability, and adherence to the terms of its charter. The Board asserts much of its leadership through its policy-setting responsibilities. Board-level policies allow the school to operate effectively and efficiently in pursuit of its mission by establishing clear frameworks for the implementation of the school's work. As a new school, we will work closely with board legal counsel to develop policies and procedures that are aligned with state requirements. All powers of the Board lie in its collective action.

OPTIONAL ATTACHMENT: BYLAWS/GA STRUCTURE

- [Bylaws-GA-Structure-Pathfinder-Career-Academy-of-Ohio-Articles-of-Incorporation_Bylaws_-Code-of-Regulations.pdf](#)

GOVERNING AUTHORITY MONITORING

The management organization will report to and be held accountable by the school's Governing Authority. As described below, the Governing Authority will evaluate the performance of the management organization on an annual basis and make changes when deemed necessary. The Governing Authority will work with the management organization to ensure that the Mission, Vision, and Philosophy of the school is represented in the daily operation of the school. By extension, the management organization will be accountable to the Sponsor for the academic success of the school, as well as take responsibility for compliance with any Sponsor requirements. The Governing Authority will be responsible for evaluating the performance of the management organization on an annual basis. The management organization will be evaluated based on the services being provided in each of the following disciplines:

School Operations

Financial Support Services

Human Resources and Office Management Services

Compliance Services

Development, Marketing and Public Relations

Charter Authorizer and Department of Education Relations

Communications and Family Engagement

Business Services

Facilities Location, Permitting, Legal Support and Ongoing Support

Instructional Property Management

Insurance
 Health and Safety
 Maintenance of Student Records
 Clerical and Security Services
 Legal Matters
 Federal Programs
 Reporting
 Educational Services
 Educational Leadership and Academic Compliance
 Digital School
 Instructional Tools and Materials
 Special Education Services
 Related Services

For each individual task, the management organization will be provided a specific description of the Governing Authority's expectations for success. During evaluation, the management organization will receive a score for each task. The scoring is as follows:

- '5' - Performed Task Well
- '3' - Performed Task Adequately
- '1' - Performed Task Inadequately
- '0' - Did not Perform Task

The management organization is expected to average an overall score of at least '3'.

OPTIONAL ATTACHMENT: GA MONITORING

MANAGEMENT COMPANY/OPERATOR INFORMATION

ORGANIZATION TYPE

- EMO (Educational Management Organization): A for-profit entity that contracts with new or existing public school districts, charter school districts and charter schools to manage charter schools by centralizing support, operations, and oversight.

IS THE MANAGEMENT COMPANY/OPERATOR REGISTERED WITH THE SECRETARY OF STATE?

- Yes

MANAGEMENT COMPANY INFORMATION

Company Name	Contact Person	Phone Number and Email	Management Company EIN	Management Company IRN
Accel Online Ohio	Susan Stagner	419.280.4582, sstagner@accelschools.com	015427	83-0921590

DOES THE MANAGEMENT COMPANY/OPERATOR HAVE PREVIOUS EXPERIENCE MANAGING COMMUNITY SCHOOLS IN OHIO?

- Yes

HOW MANY YEARS OF EXPERIENCE DOES THE MANAGEMENT COMPANY/OPERATOR HAVE MANAGING COMMUNITY SCHOOLS IN OHIO?

LIST ALL CONSECUTIVE AND NONCONSECUTIVE YEARS OF EXPERIENCE THE MANAGEMENT COMPANY/OPERATOR HAS MANAGING COMMUNITY SCHOOLS IN OHIO.

Broadway Academy 2015-2021
Cleveland Arts and Social Sciences Academy 2015-2021
Cleveland Preparatory Academy 2015-2021
Columbus Arts & Technology Academy 2015-2021
Columbus Humanities Arts and Technology Academy 2015-2021
Cornerstone Academy Community School 2015-2021
East Academy 2015-2021
Foundation Academy 2015-2021
Hope Academy Northcoast 2015-2021
Hope Academy Northwest Campus 2015-2021
Lincoln Park Academy 2015-2021
Lorain Preparatory Academy 2015-2021
Monroe Preparatory Academy 2015-2021
Riverside Academy 2015-2021
STEAM Academy of Warren 2015-2021
STEAM Academy of Warrensville Heights 2015-2021
West Park Academy 2015-2021
Youngstown Academy of Excellence 2015-2021
Eastland Preparatory Academy 2016-2021
Akron Preparatory School 2017-2021
Canton College Preparatory School 2017-2021
Capital Collegiate Preparatory Academy 2017-2021
Cleveland College Preparatory School 2017-2021
Columbus Bilingual Academy-North 2017-2021
Lake Erie College Preparatory School 2017-2021
Northeast Ohio College Preparatory School 2017-2021
Ohio College Preparatory School 2017-2021
South Columbus Preparatory Academy at German Village 2017-2021
University of Cleveland Preparatory School 2017-2021
Wright Preparatory Academy 2017-2021
Lorain Bilingual Preparatory Academy 2018-2021
Marion Preparatory Academy 2018-2021
Montgomery Preparatory Academy 2018-2021
Mount Auburn Preparatory Academy 2018-2021
Ohio Distance Electronic Learning Academy 2018-2021
Euclid Preparatory School 2019-2021
North Columbus Preparatory Academy 2019-2021
Parma Academy 2019-2021
Toledo Preparatory Academy 2020-2021
Case Preparatory Academy 2020-2021
Central Point Preparatory Academy 2020-2021
George V. Voinovich High School 2020-2021
Northside Preparatory Academy 2020-2021
Southfield Preparatory Academy 2020-2021

MANAGEMENT COMPANY/OPERATOR EXPERIENCE

- [Attachment-3-Management-Company-Experience-Pathfinder-Career-Academy-of-Ohio.pdf](#)

ADHERENCE TO OPERATING STANDARDS

- [Attachment-4-Adherence-to-Operating-Standards-Pathfinder-Career-Academy-of-Ohio.pdf](#)

TERMINATION DECISIONS

- [Attachment-5-Termination-Decisions-Pathfinder-Career-Academy-of-Ohio.pdf](#)

FULL-TIME EQUIVALENCY DETERMINATION

- Yes

ATTACHMENT 6: FTE DETERMINATION

- [Attachment-6-FTE-Determination-Pathfinder-Career-Academy-of-Ohio.pdf](#)

MANAGEMENT ORGANIZATION AND RESPONSIBILITIES

ACCEL Online Ohio will provide full, turn-key services for the operation of Pathfinder Career Academy of Ohio including employing all staff. ACCEL is responsible for supporting the Pathfinder Career Academy of Ohio under the Board's direction and pursuant to the terms of the management agreement negotiated by the parties.

ACCEL Online Ohio is a part of the ACCEL Schools network. Founded in 2014, ACCEL Schools is a K-12, full-service Educational Service Provider (ESP) based in McLean, VA currently serving over 35,000 students in online, blended and brick and mortar charter schools. ACCEL does not focus on one particular student demographic, nor subscribe to one specific school model or educational philosophy but rather customizes each school to maximize student performance. ACCEL Schools partners with each school board of directors to deliver a high performing school where students can grow socially and academically.

ACCEL Schools currently serves as the operator of 54 partner schools in Arizona, California, Colorado, Indiana, Michigan, Ohio, and Washington. Most ACCEL site-based schools are in cities with high percentages of underserved students. In 2015, ACCEL began managing the former White Hat and Mosaica Education brick and mortar charter schools including the highest performing charter school in Ohio. Since this time, the company's portfolio has increased dramatically both from building new schools from the ground up and by working with schools experiencing academic and/or financial struggles.

In the summer of 2018 ACCEL Schools became the chosen operator of an established virtual charter school in Ohio, the Ohio Distance and Electronic Learning Academy (OHDELA). Despite being open for over 17 years, OHDELA trailed academically other statewide virtual charter schools in Ohio. In partnership with the school board, ACCEL Schools is implementing an aggressive turnaround plan. Additionally, ACCEL Schools was chosen as the service provider for a new California virtual charter school, as the new operator of a current Michigan cyber charter school, and a new statewide online school in the state of Washington. This fall, ACCEL is operating a new statewide online school in the state of Indiana authorized by a school district.

ACCEL Schools is the U.S. school division of Pansophic Learning, a privately held global learning company with schools in the United States, Uganda, United Kingdom, Switzerland, Saudi Arabia, and Dubai.

ATTACHMENT 7: MANAGEMENT AGREEMENT

- [Attachment-7-Management-Agreement-Pathfinder-Career-Academy-of-Ohio.pdf](#)
-

ORGANIZATIONAL STRUCTURE

See Attachment

ATTACHMENT 8: ORGANIZATIONAL CHART

- [Attachment-8-Organization-Chart-Pathfinder-Career-Academy-of-Ohio.pdf](#)

BUSINESS AND GROWTH PLAN

ACCEL Online Ohio is a subsidiary of ACCEL Schools and of the global learning company Pansophic Learning. Our mission is to provide a quality education, anywhere in the world, in the modality that best meets the needs of each student. ACCEL is a privately held company and does not publish its business plans or financial documents. However, the company is in good financial standing and has the resources to manage its proposed growth plans.

RECORD OF SUCCESS - MANAGEMENT ORGANIZATION

ATTACHMENT 9A: RECORD OF SUCCESS IN ACADEMICS - OHIO SCHOOLS

- [Attachment-9a-Record-of-Success-in-OH-Schools-Pathfinder-Career-Academy-of-Ohio.pdf](#)

ATTACHMENT 9B: RECORD OF SUCCESS IN ACADEMICS - SCHOOLS OUTSIDE OHIO

- [Attachment-9b-Record-of-Success-in-Academics-Schools-Outside-Ohio-Pathfinder-Career-Academy-of-Ohio.pdf](#)

RECORD OF SUCCESS IN FINANCIAL AND BUSINESS EXPERIENCE

See Attachment

OPTIONAL ATTACHMENT: RECORD OF SUCCESS IN FINANCIAL AND BUSINESS EXPERIENCE

- [Record-of-Success-in-Financial-Business-Experience-Pathfinder-Career-Academy-of-Ohio.pdf](#)

RECORD OF SUCCESS IN UNDERSERVED STUDENT POPULATIONS

See Attachment

OPTIONAL ATTACHMENT: RECORD OF SUCCESS IN UNDERSERVED STUDENT POPULATIONS

- [Record-of-Success-in-Underserved-Populations-Accel-Site-Based-Schools-Post-Takeover-Pathfinder-Career-Academy-of-Ohio.pdf](#)

ADDITIONAL CONTRACTORS

Name	Services to be Provided	Contact Information Phone and Email
Devon Health Care Group, LLC	Healthcare	610.247.3763, joanne@devonhealthcaregroup.com
Maxim Staffing Solutions	Staffing	410.910.1500, dalevy@maxhealth.com
Enable My Child	Therapy, counseling, SPED teaching, evaluations	212.401.4835, support@enablemychild.com

CONFLICT OF INTEREST

School or Entity	Relationship
N/A	N/A

EDUCATIONAL PROGRAM

SCHOOL DESCRIPTION

- [Attachment-10---School-Description---Pathfinder-Career-Academy-of-Ohio.pdf](#)

EDUCATION PLAN - FILE UPLOAD

- [Educational-Plan-Pathfinder-Career-Academy-of-Ohio.pdf](#)

DEMOGRAPHICS AND MARKET RESEARCH

STUDENTS AND LOCAL DEMOGRAPHICS

See the Market Research attachment for details regarding demographics, school model, market research and evidence of need.

OPTIONAL ATTACHMENT: SCHOOL MODEL AND COMMUNITY

MARKET RESEARCH AND EVIDENCE OF NEED

See Attachment

OPTIONAL ATTACHMENT: MARKET RESEARCH

- [Market-Research-Pathfinder-Career-Academy-of-Ohio.pdf](#)

ATTACHMENT 11: COMMUNITY SUPPORT

- [Attachment-11-Community-Support-Pathfinder-Career-Academy-of-Ohio.pdf](#)
-

RECRUITMENT, MARKETING PLANS AND STUDENT ENROLLMENT

See Attachment

ATTACHMENT 12: RECRUITMENT AND MARKETING PLANS

- [Attachment-12-Recruitment-Marketing-Plans-and-Student-Enrollment---Pathfinder-Career-Academy-of-Ohio.pdf](#)

ENROLLMENT PROJECTIONS

KINDERGARTEN

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	0	0

1ST GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	0	0

2ND GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	0	0

3RD GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	0	0

4TH GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	0	0

5TH GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	0	0	0

6TH GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
100	125	165	180	200

7TH GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
100	125	165	185	200

8TH GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
100	125	170	185	200

9TH GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
125	125	125	150	175

10TH GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
125	125	125	125	150

11TH GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
0	100	100	125	150

12TH GRADE

Year 1	Year 2	Year 3	Year 4	Year 5
0	0	100	100	125

TOTAL # OF STUDENTS

Year 1	Year 2	Year 3	Year 4	Year 5
550	725	950	1050	1200

OPERATIONAL BUDGET

FISCAL OFFICER INFORMATION

David Massa, CPA Dave@massasolutionsllc.com 330.515.0572

OPERATIONAL BUDGET

See Attachment

ATTACHMENT 13: OPERATIONAL BUDGET

- [Attachment-13-Operational-Budget-Pathfinder-Career-Academy-of-Ohio-Year-1-Budget.pdf](#)

FIVE YEAR FORECAST

See Attachments

ATTACHMENT 14A AND 14B: FIVE YEAR FORECASTS

- [Attachment-14b-Alternative-Education-Academy-2020-2021-5-Year-Forecast-Spring-2021.pdf](#)
- [Attachment-14a-Pathfinder-Career-Academy-of-Ohio-5-Year-Budget.pdf](#)

CONTRIBUTION OF FUNDS

See Attachment

ATTACHMENT 15 (IF APPLICABLE): CONTRIBUTION OF FUNDS

- [Attachment-15-Contribution-of-Funds-Pathways-Career-Academy-of-Ohio-Letter-of-Financial-Support.pdf](#)

FINANCIAL STABILITY

In the proposed management agreement, ACCEL Online Ohio, as EMO, will assume the role of “Manager at Risk” (commonly known as a “Sweep” Contractor). ACCEL Online Ohio will be responsible to provide management and other services whether actual revenue meets the level projected in the Budget or not and assumes the risk of funding shortfalls during the agreement period. This provides the Pathway Career Academy of Ohio school board a guarantee of financial stability.

Additionally, the PCA Board will contract with Massa Financial Solutions as fiscal agent to support fiscal compliance and financial stability.

OPTIONAL ATTACHMENT: FINANCIAL STABILITY

COMPLIANCE

COMPLIANCE ASSESSMENTS

See Attachment

ATTACHMENT 16: COMPLIANCE ASSESSMENTS

- [Attachment-16-Compliance-Assessments-Pathfinder-Career-Academy-of-Ohio.pdf](#)

COMPLIANCE: INTERNET- OR COMPUTER-BASED SCHOOLS

See Attachment

OPTIONAL ATTACHMENT: COMPLIANCE: INTERNET- OR COMPUTER-BASED SCHOOLS

- [Compliance-Internet-or-Computer-Based-Schools-Pathfinder-Career-Academy-of-Ohio.pdf](#)

PROBATION/SUSPENSION

- No

ATTACHMENT 17 (IF APPLICABLE): PROBATION/SUSPENSION**CAPACITY TO EXECUTE**

SUMMARY

There is no additional information to provide that is not already reflected in the application contents.

Pathfinder Career Academy of Ohio

Attachment 1- Development Team Roster & Resumes

No	Name	Role
1	Elise Geig	Board Member
2	George Husted	Board Member
3	Elaine Tornero	Board Member
4	Mike Garcar	Board Counsel
5	Dave Massa	Massa Financial Solutions- Fiscal Agent
6	Matt Arkin	ACCEL- SVP, Innovative Schools
7	Traci Esposito	ACCEL- Proposal Writer & Strategist
8	Teren Jackson	ACCEL- Sr. Director, CTE & Student Development
9	Ryan Kilpatrick	ACCEL- Curriculum Coordinator
10	Careen Lamago	ACCEL- Director, Special Education
11	Shannon McElwain	ACCEL- Sr. Director, Online Schools
12	Stephen Narcisse	ACCEL- Director, Online School Finance
13	Shannon Slutman, Ph. D.	ACCEL- VP, Grants, Development, & Compliance
14	Susan Stagner	ACCEL- SVP, New School Development

Elise S. Geig

elise.geig@yahoo.com

<http://linkedin.com/in/elise-geig-b5364041>

7894 Waggoner Run Dr., Blacklick, OH 43004

Mobile: 614.371.7554

Accomplished Government Relations Professional with 17 plus years of applied experience in state legislative process, public policy, and campaign management. Established history of effectively working with both sides of the aisle in providing legislative and policy support. Passionate advocate for helping others to understand and appreciate the legislative and political process before the Ohio General Assembly and Executive offices of state government. Guided by deep appreciation and respect for the institution and unwavering dedication for the preservation of our government. Recognized for leadership style built on accentuating strengths, setting high expectations, creating a mutual respect among colleagues, and providing opportunities for leadership by teaching and leading by example.

KEY STRENGTHS

- Community Outreach/Networking
- Association Management
- Grassroots Lobbying
- Public Speaking
- Budgeting and Scheduling
- Coalition and Membership Development
- Public Health /Medicaid Policy
- Fundraising/PAC Support
- Event Planning
- Constituent Services
- Legislative and Policy Research

PUBLIC POLICY AND OUTREACH

- Collaborates with internal and external stakeholders to produce client proposals, written testimony, and legislative briefs to members of leadership and caucus on financial services, pensions and retirement systems, veterans' affairs, aging and long-term care, Medicaid, local and state government policy, health and human services policy, taxes, state operating and capital budgets.
- Developed and implemented an association specific statewide advocacy guide to assist members in effectively communicating with their legislators, grassroots lobbying, and PAC activities.
- Performs strategic communications outreach to improve stakeholder relations, communicates emerging issues and expectations. Develops and presents briefings about the TOS STABLE program before statewide education organizations initiating partnerships. Acts as Medicaid/ healthcare expert to STABLE staff as needed (benefit eligibility, CMS regulations, Medicaid/Medicare funding, estate recovery and rule changes).
- Participated or served as policy staff on several committees, taskforces and work groups including The Alzheimer and Dementia Task Force, BRAC taskforce, Joint Medicaid Oversight Committee, Ohio Retirement Study Council, Joint Legislative Committee on Unified Long-Term Care Services and Supports, Medicaid Buy-In for Workers with Disabilities program, Joint Legislative Committee on Medicaid Technology and Reform, State School Board, Blue Ribbon Task Force and the Educator Standards Board.

COMMUNICATION AND RELATIONSHIP DEVELOPMENT

- Effective in establishing and maintaining productive and positive working relationships with elected officials, state agencies, community boards, non-profits, and stakeholders.
- Develops and implements strategies regarding state legislative and regulatory activities using all forms of verbal, written, and media communication.
- Skillful at using information, ideas, and influence to affect a desired outcome by facilitating collaboration with others to identify problems, provide advice and develop agreeable solutions.
- Proficient working with PAC's, donors, Federal, State and Local campaigns, issue campaigns, and the election process.

LEADERSHIP AND MANAGEMENT

- Developed and managed individualized campaign finance plans for 28 House Republican members and new candidates.
- Planned and executed over 85 customized fundraisers for individual candidates and the House Republican Caucus, raising over ten million dollars in campaign contributions for individual candidates and the caucus achieving a historical record 66 -seat majority of Republicans in the Ohio House of Representatives.
- Skilled in initiating, structuring, and carrying out steps to complete projects and tasks by proactively anticipating, executing and delivering results.
- Excels in creating a strategic vision, motivating and empowering others to a greater participation, commitment, high standards and performance through staff training, peer mentoring and various supportive roles by sharing institutional knowledge and experience. Supervised staff of 3 as Director at ONA; staff of 4 as VP of GR at SGI; staff of 8 committee clerks at HOR.

RESEARCH AND ANALYTICAL SKILLS

- Ability to identify and define problems and find innovative solutions to social public policy problems acting upon insights, political instinct, and perceptions independent of rational thought.
- Skillful in compiling, organizing, prioritizing, and using data to enhance planning and effectiveness in preparation for legislative drafting, educational briefs, and all forms of communication while also maintaining confidentiality
- Adept in identifying and using critical thinking to solve problems efficiently and process improvement opportunities such as expanding retirement benefits to individuals using STABLE, identifying duplication and waste in state resources committed in the operating budget, etc.

PROFESSIONAL PROFILE

Director, Government Relations	Equifax, Inc.	Columbus, OH	10/19-present
Director of Strategic Partnerships (STABLE)	Ohio Treasurer of State, Robert Sprague	Columbus, OH	01/19-10/19
Legislative Liaison	Ohio Treasurer of State, Josh Mandel	Columbus, OH	03/18- 01/19
Majority Policy Advisor Speaker Clifford A. Rosenberger	Ohio House of Representatives, Republican Caucus	Columbus, OH	01/17-03/18
Assistant Deputy Finance Director	Ohio House Republican Organization Committee	Columbus, OH	05/16-11/16
Legislative Aide State Representatives Kunze /Grossman	Ohio House of Representatives	Columbus, OH	10/13-12/16
VP of Government Relations	Strategic Health Care/ SGI	Columbus, OH	04/11-10/12
Director of Health Policy	Ohio Nurses Association	Columbus, OH	04/09-09/10
Legislative Liaison	Ohio Department of Aging/ODJFS-Medicaid	Columbus, OH	02/06-04/09
Senior Legislative Aide State Representative Arlene Setzer State Representative Jim Hoops	Ohio House of Representatives	Columbus, OH	12/02-02/06

EDUCATION

1998-2002	University of Akron	Akron, OH
<ul style="list-style-type: none"> • Bachelor of Arts Political Science with a focus on American Politics. A beneficial aspect of my college experience is that many of my classes focused on practical application as opposed to theoretical analysis. 		
2015-2017	George Washington University	Washington D.C
<ul style="list-style-type: none"> • Master's in Professional Studies Political Management with a focus on Electoral Politics and Fundraising. 		

PROFESSIONAL AFFILIATIONS

- Franklin County GOP Central Committee member, Vice Chair Executive Committee representing Columbus Ward 46 I. (2017, 2018, 2019, 2020)
- The Jo Ann Davidson Ohio Leadership Institute; Junior League of Columbus; Ohio Women in Government (OWIG)-member; Capital Area Women Republican Club-member
- George Washington University GSPM Alumnae; Delta Gamma Fraternity Alumnae
- Campaign Manager- Mary Taylor for State Representative (2002); Campaign Manager- Arlene Setzer for State Representative (2004; 2006); Volunteer-Kasich for President campaign 2015-16; volunteer on various state and local campaigns; Legislative Service Commission (LSC) Intern (2002-2003) Ohio House of Representatives Employee of the Quarter 2015

George Husted, CPA

5473 Hayden Mill Ln, Apt 168, Dublin, OH 43016

Phone: (573)318-4282 • georgehusted@gmail.com

Education

Bachelor of Science in Accounting

Missouri State University, *Springfield, MO*

Graduated: *May 2018*

GPA: 3.56/4.0

Work Experience

Senior Associate

Henry Alan, *Dublin, OH*

September 2019-Present

- Maintain financial and accounting records for five congressional campaigns and seven non-profits
- Prepare filings with the Federal Election Commission documenting donations and expenditures
- Aid in maintaining personnel files for employees and contractors of clients
- Issue payments to vendors and record transactions for clients
- Respond to inquiries from the Federal Election Commission regarding reports filed with them

Accounting Associate

Garrison Management Group, *Kansas City, MO*

July 2018-September 2019

- Maintain financial and accounting records for 14 separate companies
- Prepare invoices for clients
- Aid in maintaining personnel files for employees and contractors
- Issue payments to vendors and record transactions
- Assist clients in resolving questions related to billing

Tax Intern

Jeremiah Mee CPA & Advisors, *Springfield, MO*

January 2015-July 2018

- Assist clients with responding to tax notices
- Aid in preparation of financial statements for assurance reviews and compilations
- Preparing and maintaining general ledgers for clients
- Review and file payroll tax returns for businesses and not-for-profit organizations

Leadership Experience

Treasurer

Carthage Classical Academy, *Tunis, Tunisia/ Springfield, MO*

January 2017-Present

- Maintain financial records for Carthage Classical Academy and its' foreign subsidiary
- Prepare monthly financial statements and reports for the Board of Directors
- Manage budget of \$85,000 per year
- Handle collection of tuition payments and donations
- Manage investment portfolio and issue disbursements for expenses

Vice President of Finance

Delta Sigma Pi, Kappa Omicron Chapter, *Springfield, MO*

May 2015-April 2016

- Maintained financial records for the Kappa Omicron chapter of Delta Sigma Pi
- Managed budget of \$8,000 per semester
- Managed investment account valued around \$20,000
- Prepared financial statements and oversaw the external review process for the financial statements

Elaine Tornero

7716 Critwell Ct.
Reynoldsburg, OH 43068
E: elainetornero@reagan.com
Ph: 614-208-0413

Short Bio/Resume

Elaine Tornero is a results-focused leader with an eye for detail and a passion for helping others. Always seeking to achieve greater success, Elaine is willing to disrupt the status quo and provide a fresh perspective. Elaine is a thoughtful decision-maker and works overtime to achieve what is right, not what is easy.

Elaine served on the board of directors for Families First of Stark County, Ohio. Families First works to enhance parenting skills through education, mentoring, and parent-to-parent support. In 1984, when Elaine joined the board, Families First oversaw Parents Anonymous. Over the next ten years, Elaine developed a second program, HUGS - Help Understand Guide Support and helped to implement Mother Mentor and Minority Outreach. These programs continue to provide services to Stark County families three decades later.

Elaine served on the Reynoldsburg Board of Education from 2010-2017. During that time, the district developed academies and blended learning - both allowing for highly personalized instruction. The board also adopted and implemented a successful open enrollment policy which has benefited thousands of students and the community of Reynoldsburg.

Having educated all 6 of her children at home, Elaine has extensive knowledge in both public and home schooling. Elaine is active in her church and serves the underprivileged in Central Ohio at the Stowe Mission.

Elaine holds a bachelor's degree in Nutrition and Dietetics from Kent State University.

Michael R. Garcar

9920 Ashwood Trail, Mentor, OH 44060

Phone: 330-388-3284

Email: michaelgarcar@gmail.com

SUMMARY STATEMENT

I am an Ohio attorney who practices in the areas of education, nonprofit, and business law.

PROFESSIONAL EXPERIENCE

Legal Experience

Associate Attorney

Callender Law Group

May 2021-Present

- Associate attorney in the area of Education/Non-Profit/Employment
- Education & Non-Profit Law
 - Provide ongoing direction and counseling to community school boards on all legal matters impacting the school;
 - Advise school boards on management issues, including matters relating to governance, public records, public meetings and government ethics;
 - Draft, and review corporate documents, bylaws, policies, and procedures;
 - Represent clients in variety of real estate activities including both purchases and sales. Negotiate, draft, and enforce real estate leases;
 - Interpret and advise clients on relevant statutes, rules, and administrative guidance;
 - Negotiate, draft, and review 3rd party vendor contracts, including financing agreements, licensing agreements, software agreements, and community school Operator and Sponsor agreements;
 - Provide training on Ohio Open Meetings Act, public records, government ethics, and Title IX.
- Employment Law
 - Draft, review, and negotiate executive employment agreements;
 - Draft and review employee handbooks, policies, and procedures;
 - Draft and review independent contractor agreements and professional services agreements.

Legal Extern

Lake County Juvenile Court

May 2020-August 2020

- Provide research assistance to Juvenile Court magistrates on variety of legal matters before the court;
- Research and drafted Court's pro se filing documents.

Board Liaison

Callender Law Group

April 2019-April 2021

- Responsible for overseeing seven (7) community school boards;
- Work with school personnel, board members, and other stakeholders to conduct public board members;
- Experience drafting board resolutions, policies, procedures, and contracts;

- Research relevant changes in state and federal law pertaining to non-profit organizations and community schools;
- Experience drafting firm's monthly Legal Update.

Non-Legal Experience

Sr. Director, Strategic Communications CommQuest Services August 2015-June 2019

- Responsible for organization's internal and external communications, marketing, government relations, and project management;
- Served as advocate at the local, state, and federal levels including writing and presenting interested party testimony to local and state committees;
- Oversaw development, gift solicitation, and implementation of \$3 Million Capital Campaign;
- Oversaw team of 3 full-time staff members;
- Managed projects with budgets ranging from \$500,000-\$3M pertaining to building renovations and program development.

EDUCATION

The University of Akron School of Law Akron, OH GPA 3.4 2018-2020

- Juris Doctorate, Cum Laude, Licensed Attorney

Walsh University North Canton, OH GPA 3.3 2010-2014

- Bachelor of Arts, Sociology
- Bachelor of Arts, Government & Foreign Affairs
- Vice President, Student Government
- Scholarship Student-Athlete

INVOLVEMENT

Ohio State Bar Association, Member

Lake County Bar Association, Member

Education Law Association, Member

Republican National Lawyers Association, Member

St. Mary of the Assumption-Mentor, Lector and Parishioner



Massa Financial Solutions, LLC

Massa Financial Solutions, LLC was formed in September 2010 by C. David Massa and exists to serve the financial needs of charter school operators in the State of Ohio. Massa Financial Solutions also strives to enhance the quality of financial systems used to run these schools, as well as, improve financial literacy among Governing Authorities and School Operators alike. Massa Financial Solutions, LLC is based in North Canton, Ohio and has ten employees. The following is some background on its Owner and Partner.

C. David Massa – Owner

C. David “Dave” Massa is a Certified Public Accountant and Licensed Ohio School Treasurer with over 29 years of experience in governmental auditing, operational accounting, and data management. Originally from Granville, Ohio, Dave attended Ohio University where he graduated *Cum Laude* with a BBA in Accounting and a U.S. Army commission in 1992.

Immediately prior to forming Massa Financial Solutions, LLC, Dave was the Vice-President of Finance for one of the largest education management companies in the nation. Over the course of nearly 11 years, Dave was part of the company’s explosive growth period which saw 10 schools in one state develop into over 50 schools in six states. Throughout this period, Dave worked daily to help design, implement, and manage the framework of financial systems and personnel used to support this growth. Simultaneously serving as the Fiscal Officer for many of the schools, Dave used his experience as a former State Auditor to ensure that the Schools’ financial records were properly maintained. This led to clean audits being rendered on nearly 200 separate engagements during his tenure. In 2005, as the Fiscal Officer of over 25 community schools in Ohio, Dave led an effort to have every one of those schools become the first in the State to receive the Government Finance Officers’ Association (GFOA) “**Certificate of Achievement for Excellence in Financial Reporting**”. This accomplishment was given specific recognition in a letter from Steve Burigana, COO at the Ohio Department of Education.

MATT ARKIN

Atlanta, GA

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404.395.7859

matt.arkin@gmail.com

INNOVATIVE LEADER IN DIGITAL TRANSFORMATION FOR EDUCATION AND NONPROFITS

Improve Student Outcomes | Transform Organizations | Lead High-Performance Teams | Engage Youth & Families

Results-driven and fearless visionary leader with unprecedented success in using technology to build and transform organizations that drive impact and deliver positive outcomes for students and youth. Proven success founding and growing Georgia's first virtual charter school, which became the largest public school in the country, and launching Boys & Girls Clubs of America's Virtual Club Experience initiative, empowering 3,000+ Clubs to provide digitally-enabled youth development and support to thousands of youth. Passionate about building outcome-focused organizational culture and designing, developing, and managing creative products and programs while hiring and developing strong diverse teams of leaders.

Student Success | Workforce Readiness | Operations | Retention & Engagement | Partnership Development & Management | Budget Management | Strategic Planning | Organizational Development | Entrepreneurship | Leadership Development | Grants Management | Online Learning | Data Analysis & Decision-Making | Resource Development

EXPERIENCE

ACCEL Schools, Reston, VA

2021 – Present

Charter Management Organization supporting 54+ schools serving nearly 25K students

Senior Vice President, Innovative Schools

Lead ACCEL's work designing, launching, supporting, and improving learner-centered public schools that take innovative and unconventional approaches to help students achieve their goals across the U.S.

Boys & Girls Clubs of America, Atlanta, GA

2019 – 2021

Leading National Youth Development Nonprofit Serving 4.7MM Youth across 4,700 Clubs

National Vice President, Youth Development Operations

Lead BGCA's Youth Development Operations team, including oversight for Digital Youth Engagement, Product Management, Grants Management, Field Communications, Knowledge Management, Evaluation & Insights, and Workforce Readiness functions for BGCA

- Launched and led BGCA's cross-functional Virtual Club Experience initiative, enabling over 3,000 Clubs to provide digitally-enabled youth development and support for the first time ever to tens of thousands of youth by developing and delivering new systems, processes, training, and building an active community of thousands of Club staff
- Re-launched BGCA's youth-facing platform [MyFuture](#) by completely rebuilding and redesigning for less than ~20% of original cost while doubling available activities, adding live-event hosting, launching BGCA's first-ever online workforce readiness credential, doubling the number of youth served and activities completed on the platform
- Established national partnerships with the National Retail Federation, Special Olympics, WideOpenSchool, and others, working directly with BGCA's Resource Development team to raise over \$90MM in 2020 alone through proposal development, partner presentations, and grant and budget development and management.

K12 INC., Herndon, VA

2017 – 2018

National Online Educational Management Organization

Vice President, Student and School Success

Led organization-wide efforts to increase student preparation and persistence with strategic planning to dramatically increase student engagement and decrease student mobility across K12's more than 70 public schools and 110K students.

- Decreased student withdrawal rate to the lowest level in 10 years with largest 1-year improvement in organization's history (3.4% / 340 basis points) through implementation of student and culture focused initiatives across all schools.
- Improved employee retention and morale dramatically across team by coaching and developing team members and implementing a clear vision and strategy for team.
- Enhanced student persistence outcomes across K12 schools, targeted 1.5K basis point (15%) decrease in student mobility over next 5 years by leading and developing a strategic transformation plan.

GEORGIA CYBER ACADEMY (GCA), Atlanta, GA**2007 – 2017***Statewide virtual public charter school, Managed by K12 Inc.***Founding Head of School**

Established first virtual charter school and largest public school (and 25th largest school district) in GA, enrolled over 14K students in grades K-12 and provided exemplary individualized educational experience for all students in Georgia.

- Built school from first employee to team of more than 600 teachers and staff and developed high-performing leadership team of over 50. Operated 10 consecutive years without deficit managing \$85M+ annual budget of state & federal funds.
- Achieved highest graduation rate for any virtual charter school in Georgia, including 4-year graduation rate of 85% for students enrolling at GCA as 9th graders (well above state's graduation rate) through school culture focused on student success and outcomes.
- Increased student diversity with 66% economically disadvantaged and 48% minority enrollment, generating 15K+ new enrollment applications annually and maintaining waiting list of more than 2K students from urban, suburban, and rural communities from all 159 counties across Georgia.
- Retained students at rates 10% higher than any other virtual charter school in Georgia and similar to comparable traditional brick and mortar schools by creating Family Academic Support Team (FAST) program and staffing model focused on onboarding and retaining students. FAST has since been replicated nationally.
- Enabled hundreds of students to complete advanced coursework by creating statewide dual enrollment program, establishing partnerships with more than 40 colleges and universities across Georgia where each graduating class included multiple GCA students who earned Associate Degrees at same time as high school diploma.

EDUCATION

- **Master of Business Administration (MBA)**, Stanford University, Palo Alto, CA
- **Master of Arts (MA)**, Education, Stanford University, Palo Alto, CA
- **Bachelor of Science (BS)**, Computer Science, Highest Honors, Georgia Institute of Technology, Atlanta, GA



TRACI ESPOSITO

PROPOSAL WRITER & STRATEGIST
ACCEL SCHOOLS

SKILLS & ABILITIES

Communication, writing, editing, research, attention to detail, multi-tasking, efficiency. Fluent with Microsoft Office and Google Suite. Basic knowledge of HTML

OUTREACH

Created school-wide clubs, service events and fundraisers. Pro bono consultant services offered to parents in need of academic consultation, as well as no cost research and grant writing for nonprofits and startups. Coordinator of annual Mom Boss neighborhood event.

CONTACT ME:

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Mesa, AZ 85209

EXPERIENCE

CONSULTANT

2013-2021

Composing content for clients including social posts, blogs, flipbooks press releases, curriculum, educational research, grants, and charter school application. Proofreading, editing, providing developmental revisions for newsletters, blogs, manuscripts, website development, curriculum development and charter school applications. Co-created virtual, hybrid and at-home SEL curriculum during COVID-19.

EDUCATION PROGRAM MANAGER & ACADEMIC ADVISOR

2015-2017

Part time academic advisor for online instruction at ASU – Leading site visits to charter schools for compliance evaluation and monitoring – Evaluation of academic program through paper reviews and site visits – Statistical analysis of charter performance – Presentation of academic findings – Review of new charter applications

TEACHER – PRIVATE & CHARTER SCHOOLS

2004-2015

Mentor teacher to incoming teachers – Lead teacher in grade level band – Instructional coach for classroom management – District trainer for differentiation, technology integration, music integration and center-based learning – Created and maintained schoolwide data entry process – Led comparison of statistical data to capture year-over-year growth – Accreditation team leader – Committee chair for standards alignment

EDUCATION

- ✓ Arizona State University, 2003
 - Bachelor's Degree in Education
- ✓ University of Mary, 2013
 - Master's Degree in Education

TJ

Teren Jackson

Professional Summary

Accomplished Program Sr. Director with excellent leadership, training, and relationship-building skills. Successful in establishing and motivating dynamic teams that are critical to financial and operational success. Strong strategic-planning, implementation, and people-management skills.

Work History

ACCEL Schools – Sr. Director/Director, CTE & Student Development

McLean, VA

12/2019 – Present

Partner with Business Development team in successful approval and launch of ACCEL schools each year. Lead the planning, development, and implementation of a comprehensive CTE program for students in ACCEL schools. Drive the local business and college partnership strategy. Oversee the planning, coordination, and informed oversight of student support services implementation across ACCEL online schools. Work with cross-functional stakeholders to design, implement, enhance, and track effectiveness of student onboarding and engagement strategies.

K12 - Director, Career Readiness Education

Herndon, VA

07/2018 – 11/2019

Oversaw and supported the growth and performance of all Destinations Career Academies. Supported the success of fiscal and academic performance, as well as business operations and leadership development at each school. Led the local business and college partnership development strategy and implementation of work-based learning across all programs. Drove a culture of career readiness education at all schools through the management and professional development of school leadership staff.

K12 Inc – Director/Senior Product Manager, Student Support Services

Herndon, VA

06/2014 – 6/2018

Led the creative design and implementation oversight of national student support services programming across 50+ schools. Increased revenue in pilot year due to sustained enrollment coupled with improved academic outcomes led to expanded program scope. Streamlined operational

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Columbia, MD 21046

Skills

- Business Operations
- Interpersonal and written communication
- Cross-functional team management
- Strategic planning and implementation
- Product management
- Policy and program development
- Training and staff development
- Diversity and Inclusion

Education

2003

Eastern Illinois University

Charleston, IL

Master of Arts: Gerontology, Emphasis in Counseling

- Graduated magna cum laude

2002

Eastern Illinois University

Charleston, IL

Bachelor of Arts: Psychology

- Graduated cum laude
- Member of The National Society of Collegiate Scholars
- Member of Psi Chi

processes from pilot year to full launch to save an estimated 9,000 hours per school year. Created and managed robust calendar of Training, National Professional Development and Professional Learning Communities. Developed case management tool with workflows and permissions designed to be centralized with FERPA compliance. Analyzed data from a wide variety of sources to target student issues, ensured compliance with organization policies/procedures, and monitored all program components. Facilitated national hiring plan and process for 400+ incremental FTE; managed all personnel functions to maintain adequate staffing, enhance productivity of personnel and achieve objectives within budget.

K12, Georgia Cyber Academy - Engagement Administrator/Manager, Academic Support

Atlanta, GA

10/2010 - 06/2014

Managed integrated supports serving over 14,000 students. Organized and developed a school culture that promotes collaboration throughout all schools and departments. Facilitated professional development and department meetings. Oversaw family escalations relating to compliance, truancy, and student welfare, McKinney-Vento, school-wide crisis response, testing support, and community relations. Provided supervision to a cross-functional leadership team. Recorded highest team retention rate (97%), exceeding school benchmark to support national sustained enrollment.

Additional Experience

08/2003 - 07/2012

Intensive Family Intervention Specialist, Foster Care Specialist, Placement Resource Coordinator, Child Protective Services Investigator, Case Manager, Program Coordinator

Accomplishments

- Led the launch and program design of 13+ Destinations Career Academies, increasing program enrollment by over 6,000 students nationwide.
- Recruited to initiate first Employee Resource Group within organization, currently serving as Junior Chairman.
- Initiated and led an Integrated Student Support System which increased student retention by up to 75% and student academic outcomes with state tests of Reading, ELA, and Mathematics.
- Speaker at iNacol Conference on Crisis Management Planning as one of the highest rated sessions of the conference in October 2013.
- Speaker at the 2016 National Dropout Prevention Conference on Integrated Student Supports and Using Data to Drive Engagement in a Virtual School Setting.
- Speaker at 2019 Close It Conference on Preparing Students to Thrive in the Workplace through Virtual Project Based Learning.

Certifications

National Dropout Prevention Specialist

Pragmatic Marketing (PMC-V)

Independent Facilitator of Becoming a Love & Logic Parent

Comprehensive Child & Family Assessment

Child & Adolescent Functional Assessment

Nonviolent Crisis Intervention

Child Protective Services

IMPACT

Affiliations

BUILD ERG, Junior Chairman 2017 - 2019

National Dropout Prevention Network (NDPN), member 2014 - present

Pragmatic Marketing Alumni, member 2014 - present

Love and Logic Institute, member 2011 - present

Profile: Focused and dedicated professional with over Fourteen years of experience in teaching and administrative leadership in online education. History of success in positions of progressive responsibility.

Education:

- *The University of Akron—Akron, OH* *Principalship Licensure Courses, 2010-2012*
- *The University of Akron---Akron, OH* *Master of Science Secondary Education, 2006*
- *The University of Akron---Akron, OH* *Bachelor of Arts Sociology/Law Enforcement, 2003*
- *New Philadelphia High School* *College prep curriculum, 1999*

License:

- Professional Principal License for grades 5-12
- Professional Teaching License 7-12 Integrated Social Studies

Employment:

ACCEL Schools

2018-Present

Curriculum Coordinator, ACCEL Schools (2021-Present)

- Curriculum mapping to ensure correlation between AMP curriculum and state standards with a focus on new states.
- Support course offering and provide input on the adoption of new curricular resources.
- Research state requirements to prepare of new school launches and maintain a database of state curriculum requirements.
- Contribute to new school applications.
- Work with building leaders and teams to implement the curriculum, with a focus on new states & develops and deliver professional development

Director, Assessment and Intervention OHDELA (2020-2021)

- Advises staff and school board on policy related to student achievement and assessment
- Collaborate with the nation Director of Curriculum and Assessment on program review and evaluation.
- Lead and direct district-wide RTI and Title Reading and Math programs.
- Lead and direct district benchmarking, formative and state testing initiatives.
- Work with building administrators to create and implement remediation programs and identify students for the programs.
- Analyze student achievement and assessment data and collaborate with administrators to determine the effectiveness of the instructional program.

Assistant Principal OHDELA (2018-2020)

- Serve as an instructional leader in a K-12 online school with approximately 2,500 students.
- Responsible for the district instructional program; have created processes and procedures regarding literacy, staff professional development and staff coaching.
- Provide direct leadership and supervision to a staff of approximately 60 teachers and 10 academic advisors.
- Maintain relentless focus on student achievement and academic growth and utilize various data points on a daily basis in the pursuit of continuous improvement.

Electronic Classroom of Tomorrow

2008-2018

Principal High School (2016-Jan. 2018); Assistant Principal (2014-2016)

- Serve as an instructional leader with regard to curriculum development, student growth and progress, effective instructional strategies, classroom management, assessment of learning and data analysis.
- Assist in the selection of programs and procedures to achieve departmental goals and support the instructional program.

- Assist teachers in meeting their professional goals, provide opportunities for staff development, and provide leadership in the planning and implementation process of improving teaching and learning through effective and ongoing professional development and growth-producing feedback.

Assistant Director of Instructional Accountability (2013-2014)

- Assist the director of curriculum and instruction in the support and management of the instructional supervisor and teacher evaluation program across the district.
- Work closely with Instructional Supervisors by providing feedback, support and professional development to facilitate their role in working with teachers in support of the instructional program.

Instructional Supervisor (2011-2013)

- Direct supervisor of teachers in World History and American History; conduct monthly teacher observations in addition to year-end evaluations; compose observation reports and provide feedback to teachers to promote district goals, initiatives, and continuous improvement

High School Teacher (2008-2011)

- Provide instruction in high school social studies curriculum
- Developed and maintained online curriculum, lessons and assessments
- Maintain daily online office hours, teach live online classes, and moderate discussion forums

Ohio Distance and Electronic Learning Academy—Teacher

2007-2008

- As an online high school teacher, responsible for teaching world history and sociology.
- Developed and maintained online curriculum, lessons, and assessments

Careen L. Lomago

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Canonsburg, PA 15317
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Clomago1@gmail.com

Education: **Indiana University of Pennsylvania** 1997 - 2001
Elementary Education
Dual Certification in Special Education
Endicott College - Wilson Language Training 2005 - 2006
Wilson Reading Certification – Level 1
Pennsylvania State University 2011 - 2012
Special Education Supervisory Certification

Certifications: **Elementary Education** – Pennsylvania Level II Teaching Certification
Special Education – Pennsylvania Level II Teaching Certification
Special Education Supervisory Certification
Wilson Dyslexia Practitioner – Wilson Reading System, Level 1
QBS – Safety-Care Trained

Work

Experience: **ACCEL Schools** July, 2019-
Special Education Director, Virtual Present
Responsibilities include:
Support and oversight of special
education managers and special programs
for ACCEL Schools managed schools
nationally
Pittsburgh Public Schools January, 2017-
Program Officer: June, 2019
School Management and Compliance
Program for Students with Exceptionalities
Responsibilities include:
Supervision and support for seven
schools within the district. Providing
professional development, holding
monthly meetings with staff, ensuring
compliance, serving as LEA, support
of equitable participation for the district
K12 Inc. July, 2015 -
Northern Region Special Programs Manager November, 2016
Responsibilities include:
Support and oversight of special education
managers and special programs for K12
managed schools in the northern
region states (OH, MI, IA, IL)

K12 Inc. July, 2013 –
Director of Special Education, K-8 July, 2015
Agora Cyber Charter School
Responsibilities include:
Supporting special education academic coaches and teachers, organizing and holding department meetings and professional development, serving as LEA, LEA scheduling and training, teacher observations and evaluations

K12 Inc. July, 2012 –
Assistant Director of Special Education, K-6 July, 2013
Agora Cyber Charter School
Responsibilities include:
Supporting special education academic coaches and teachers, organizing and holding department meetings and professional development, IEP program management and training, serving as LEA, LEA scheduling and training, teacher observations and evaluations

Agora Cyber Charter School July, 2010 –
K-6 Special Education Program Specialist June, 2012
Responsibilities include:
Supporting special education teachers, serving as LEA, LEA scheduling and training, managing teacher's rosters, teacher observations and evaluations

Agora Cyber Charter School August, 2009-
3rd / 4th Grade Special Education Teacher June, 2010
Middle School Lead Teacher
Responsibilities include:
Supporting middle school special education teachers, serving as LEA, managing teacher's rosters, teacher observations and evaluations, teaching and supporting a class roster of 25 students

Pittsburgh Public School District August, 2008 -
Weil Accelerated Learning Academy June, 2009
Primary Learning Support Teacher K-4
Responsibilities include:
Co-teaching and pull-out to meet the specific needs of each child,
RtI school coordinator, Developing and monitoring behavior support plans for children throughout the building

SHANNON MCELWAIN

Oxford, PA

EDUCATION

Penn State University, Schreyer Honors College

B.S. Human Development and Family Studies

Area of Concentration: Children and Youth

1995-1999

Honors Thesis: The Effects of Birth Order on Father Infant Shared Positive Affect

Graduated with Honors and High Distinction

Immaculata University

Certification in Early Childhood and Elementary Education

2001-2003

West Chester University

M. Ed Elementary Education

2006-2009

Areas of Concentration: Journalism, Proposal Writing

Edinboro University

Post Master's Degree Work – 24 Credits

2010-2015

Educational Leadership

AWARDS

Phi Eta Sigma National Honors Fraternity

College of Health and Human Development Honor Society

Penn State Schreyer Scholars Program - Honors and High Distinction

ETS Recognition of Excellence for score on PRAXIS Elementary Ed: Content Knowledge

Avon Grove Charter School: Teacher of the Year, 5 & 10 Year Service Awards

EXPERIENCE

Senior Director of Operations, Online Schools - ACCEL Schools

Current

Executive Director, Insight Pennsylvania Cyber Charter School – K12 INC 7/2017-3/2019

Director, National Instructional Coaching - K12 INC

7/2015-7/2017

Director of K-12 Academics, Agora Cyber Charter School – K12 INC

7/2014-7/2015

Upper School Principal (6-12) – Avon Grove Charter School

8/2012-8/2014

Middle School Principal (6-8) – Avon Grove Charter School

8/2011-8/2012

Upper Elementary School Assistant Principal (3-5) – Avon Grove Charter School 6/2010-8/2011

Early Elementary Student Services Coordinator (K-2) – Avon Grove Charter School 8/2009-8/2010

Elementary School Lead Teacher – Avon Grove Charter School 8/2003-8/2009

RESEARCH EXPERIENCE

Penn State University Emotional Beginnings Project Research Assistant

Penn State University Family Relationships Project Research Assistant

NATIONAL PUBLICATIONS AND PRESENTATIONS

**iNacol Presenter: Growing New and Experienced Teachers to Highly Effective Teachers
Nov. 2015**

Stephen I. Narcisse

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snarcisse@gmail.com

EXPERIENCE:

Accel Schools (McLean, VA)

May 2021-Present

Director Online School Finance

Responsible for Virtual Schools expense budgeting and forecasting, new school development support, financial analyses and recommendations, and monthly reporting.

- Provide leadership and guidance to help build a solid foundation to grow and scale the organization
- Operational and Financial model design, development, and oversight, including unit economics and marginal contribution insights
- Establish deal desk to support new market entry; develop, review and coordinate approval for pricing and school model
- Develop competitive intelligence and market comparables; provide benchmarks and guardrails to drive operational success
- Liaison to School Development & Operations for all things Finance/Accounting related
- Represent Accel Finance for all things external; Board, Sponsor and State meeting events
- As needed, partner with “Local Market” experts to support charter application process, and translate business requirement to support management service agreements
- Internal stakeholder decision support (school management, operations, shared services)
- Publish monthly reporting package (internal/external)
- Contract compliance and resolution
- Integrated Planning (lead financial, business, and strategic planning)
- Drive financial health of organization (business analysis, KPI’s, and portfolio optimization)
- Liaison to Shared Service Accounting (invoicing/collections/general ledger inquiries)

AARP Services, Inc. (Washington, DC)

June 2015-May 2021

Finance Manager

Responsible for Media Sales, Co-op Partnerships, Oak Gym, and Third Party expense budgeting and forecasting, financial analyses and recommendations, and monthly reporting.

- Prepare budgets and forecasts, totaling about \$50M of operating expenses, for both the Media Sales and Marketing groups based on their operational goals and objectives
- Own and manage multiple models to generate \$100M in transfer pricing calculations that budgets and forecasts all of ASI’s Intercompany Revenue and expense
- Analyze monthly financial results to improve financial processes and to explain material variances to the budget and forecast
- Lead the Media Sales and Marketing groups’ month-end close processes
- Provide other analysis, consultation, and ad hoc reporting as needed by senior management
- Calculated AARP Services’ \$100M Intercompany Bill to AARP along with updating and maintaining the associated models
- Serve as the Hyperion specialist for the team

K12, Inc. (Herndon, VA)

June 2009-May 2015

Director Product Development Finance, Planning and Operations

Responsible for Product Development’s budgeting and forecasting, operational and financial analyses and recommendations, administration of the department’s labor cost reporting system, and monthly reporting (including capitalization).

- Manage budgeting, forecasting, actuals reporting, and analysis for all of Product Development’s departments and brands for almost \$30M
- Identify, analyze, and regularly report on key operational and financial metrics (including resource utilization), root cause investigations, and provide pertinent recommendations to senior management to achieve organizational goals
- Accountable for the overall administration of the department’s labor and expense cost tracking and reporting system
- Responsible for maintaining project budget templates, the department’s standard labor rates, and evaluation of all project budgets
- Supervise and provide professional development for Finance team members

- Establish and maintain department financial and operational controls and policies consistent with Sarbanes Oxley requirements
- Manage communication and interaction with internal and external auditors
- Lead Product Development's month-end reporting process to ensure all capitalized costs are reported accurately
- Provide input to contracting process regarding vendor payment structures, review contracts as needed and coordinate with vendors regarding payment/contract issues
- Act as primary interface with accounting and other departments as required
- Supported the Finance team's Hyperion implementation
- Provide other analysis, consultation, and ad hoc reporting as needed by senior management

Director, School Management & Services Finance

Serve as the lead finance and business officer for K12 Schools in the South Region.

- Developed monthly financial reporting, forecasting and detailed variance analysis for South Region schools accounting for over \$90M
- Provided counsel to Region Heads of School and Region Finance Director on strategic, business and financial matters
- Served as support for Business Development and Sales teams with the creation of financial models for new schools
- Partnered with Shared Services to develop and implement accounting policies and internal controls
- Prepared and present budgets and financial results for individual School Boards of Trustees
- Assist schools to ensure proper accounting and usage of state and federal funding programs

SKILLS:

Financial Reporting, Financial Analysis, Business Case Development, Financial Modeling, Oracle Financial Systems, Hyperion, Microsoft Word, Excel, PowerPoint and Adaptive Planning

EDUCATION:

James Madison University, B.B.A. – Finance
American University, MBA

Shannon Metcalf Slutman

Wilmington, DE

Education 1996 Washington College Chestertown, MD
BA/Psychology

1998 University of Delaware Newark, DE
M. Ed./Elementary School Counseling

2004 University of Delaware Newark, DE
Ph. D./Family Studies

- Dissertation Title: The Influence of Parents and Peers on Low SES, Minority, Adolescent Girls' Self-Concept.

Professional experience 2003-Present ACCELSchools (Mosaica Education)
V. P. Grants, Compliance and Development

- Responsible for researching, coordinating, writing, and program development for entitlement, foundation, and competitive grants for over 50 online and brick and mortar charter schools.
- Responsible for managing state and federal compliance for all schools in the portfolio including NSLP, state pupil reporting, and authorizer reporting.
- Responsible for the development of charter school applications and proposals for brick and mortar and online charter schools.
- Experience reviewing grants for U.S. Department of Education and Ohio Department of Education.

1998-2003 Cecil County Public Schools Elkton, MD
Child Development Counselor

- Created a developmental counseling program at an elementary school with 550 at-risk students.
- Initiated the first mentor program with local businesses.
- Participated in curriculum alignment for the district developmental counseling program.
- Named Maryland's School of the year for excellence in Character Education.
- Served as a member of the Crisis Emergency Management Team, School Improvement Team, Student Services Team, County Counseling Crisis Team and School Climate Committee.

2000-2007 Washington College Chestertown, MD
Adjunct Professor for the Department of Psychology

- Responsible for the design and instruction of undergraduate and graduate psychology courses.
- The following courses have been instructed: PSY 302 Lifespan Development (Spring & Fall 2000, Spring 2002), PSY 407 Psychology

of Gender (Fall 2001), PSY 501 Infancy and Childhood Development (Summer 2002, Spring 2003), PSY 598 Drugs and Behavior (Summer 2003), PSY 510 Exceptional Children (Spring 2007).

2001 & 2004 University of Delaware Newark, DE

Adjunct Professor for the Department of Education

- Responsible for the design and instruction of undergraduate education courses.
- The following course was instructed: EDUC 433 Non-school factors affecting learning in the classroom (Summer 2001, Winter 2004).

Accreditations

National Board Certified Counselor

**Peer Review
Experience**

Ohio Department of Education: Charter School Program Grant/Ohio Community Schools Grant (2005, 2006, 2007)

US Dept. of Ed Office of Safe and Drug Free Schools: Safe Schools/Healthy Students (2006)

US Dept. of Ed Office of Safe and Drug Free Schools: Emergency Response & Crisis Management (2006, 2007)

US Dept. of Ed Office of Innovation and Improvement: Model Development and Dissemination Grants Program-Arts in Education (2008)

SUSAN L. STAGNER

5335 Spring Meadow Lane, Sylvania, Ohio |
+1-443-986-1440 (mobile)
sstagner19@gmail.com

EDUCATION INNOVATION LEADER, STRATEGIST, IMPLEMENTER

School Leadership | School Development | Strategic Partnerships | Board Relations | Online Learning Policy

SKILLS PROFILE

- Proven national leader in opening, operating, and growing full-time virtual schools, online learning programs, and blended schools
- Cross-functional collaboration with school leaders, school boards, charter school authorizers, and key community stakeholders
- Leadership experience with up to 300+ person teams and budgets
- Proactive policy communication with state stakeholders on virtual school quality, student engagement, and instructional best practices

PROFESSIONAL EXPERIENCE

Senior Vice-President, ACCEL Schools

2019 — present

McLean, VA

- Leads the company initiative to open new quality virtual schools
- Support the continuous improvement of the company's virtual school service offering

President, Focus Online & Blended Learning, LLC

2018 — 2019

Sylvania, Ohio

- Founded Focus OBL, LLC to improve the quality and sustainability of virtual schools and online learning programs
- Serving K-12 school districts, charter schools, authorizers, and education service providers on how to improve their school operations, leadership, sponsorship practices, or other uniquely identified projects.

Vice President, State Relations, Pearson Online & Blended Learning

2011 — 2018

Columbia, Maryland

- Led the development and launch of new virtual schools in Colorado, Iowa, Indiana, Ohio, and Minnesota
- Supported current virtual school partners with community and stakeholder engagement including lawmakers and DOE officials
- Proposed responsible virtual charter school policy including student engagement policies and other best practice education policies adapted for online schools and programs
- Assisted in the school development and launch of blended learning schools in Ohio and Indiana

Vice-President of Schools, Connections Academy

2010 — 2011

Baltimore, Maryland

- Served as regional Superintendent of current partners schools in California, Nevada, Kansas, and Pennsylvania along with supporting the launch of new virtual charter schools in Michigan and Indiana

President, Distance & Electronic Learning Academies, White Hat Management

2009 — 2009

Akron, Ohio

- Overall responsibility for academic performance, systems, finance, supply chain, marketing and enrollment

Vice-President, School Services and Management, K12 Inc.

2007 — 2009

Herndon, Virginia

- Served as the regional Superintendent for eight states supporting virtual and blended partner schools
- Responsibility for academic, operational and financial outcomes reporting to both school boards and company

Head of School, Ohio Virtual Academy, K12 Inc.

2002 — 2007

Maumee, Ohio

- First statewide virtual school in Ohio to achieve an "Effective" report card rating and receive a commendation by the State Board of Education
- First K12 Inc. partner school to be dual certified by the Commission on International and Trans-Regional Accreditation (CITA) and the North Central Association (NCA)
- First Ohio charter school leader to be nominated and complete the Ohio Superintendent Leadership Institute

ADDITIONAL PROFESSIONAL EXPERIENCE

Director, Toledo Technology Academy, Toledo Public Schools

EDUCATION AND ACTIVITIES

- Bachelor of Science in Electrical Engineering, **University of Detroit** (1987)
- Master of Business Administration, **University of Michigan-Dearborn** (1997)
- Co-Founder and Board Chair, **Ohio Alliance for Public Charter Schools** (2008-2017)
- Appointed member, **Governor of Ohio's Digital Task Force** (2011-2012)
- Member, **International Association of K-12 Online Learning (now Aurora Institute)** (2003- present)
- Member, **State of Ohio RemotEDx Coordinating Council**- (2020-present)

Elise S. Geig

elise.geig@yahoo.com

<http://linkedin.com/in/elise-geig-b5364041>

7894 Waggoner Run Dr., Blacklick, OH 43004

Mobile: 614.371.7554

Accomplished Government Relations Professional with 17 plus years of applied experience in state legislative process, public policy, and campaign management. Established history of effectively working with both sides of the aisle in providing legislative and policy support. Passionate advocate for helping others to understand and appreciate the legislative and political process before the Ohio General Assembly and Executive offices of state government. Guided by deep appreciation and respect for the institution and unwavering dedication for the preservation of our government. Recognized for leadership style built on accentuating strengths, setting high expectations, creating a mutual respect among colleagues, and providing opportunities for leadership by teaching and leading by example.

KEY STRENGTHS

- Community Outreach/Networking
- Association Management
- Grassroots Lobbying
- Public Speaking
- Budgeting and Scheduling
- Coalition and Membership Development
- Public Health /Medicaid Policy
- Fundraising/PAC Support
- Event Planning
- Constituent Services
- Legislative and Policy Research

PUBLIC POLICY AND OUTREACH

- Collaborates with internal and external stakeholders to produce client proposals, written testimony, and legislative briefs to members of leadership and caucus on financial services, pensions and retirement systems, veterans' affairs, aging and long-term care, Medicaid, local and state government policy, health and human services policy, taxes, state operating and capital budgets.
- Developed and implemented an association specific statewide advocacy guide to assist members in effectively communicating with their legislators, grassroots lobbying, and PAC activities.
- Performs strategic communications outreach to improve stakeholder relations, communicates emerging issues and expectations. Develops and presents briefings about the TOS STABLE program before statewide education organizations initiating partnerships. Acts as Medicaid/ healthcare expert to STABLE staff as needed (benefit eligibility, CMS regulations, Medicaid/Medicare funding, estate recovery and rule changes).
- Participated or served as policy staff on several committees, taskforces and work groups including The Alzheimer and Dementia Task Force, BRAC taskforce, Joint Medicaid Oversight Committee, Ohio Retirement Study Council, Joint Legislative Committee on Unified Long-Term Care Services and Supports, Medicaid Buy-In for Workers with Disabilities program, Joint Legislative Committee on Medicaid Technology and Reform, State School Board, Blue Ribbon Task Force and the Educator Standards Board.

COMMUNICATION AND RELATIONSHIP DEVELOPMENT

- Effective in establishing and maintaining productive and positive working relationships with elected officials, state agencies, community boards, non-profits, and stakeholders.
- Develops and implements strategies regarding state legislative and regulatory activities using all forms of verbal, written, and media communication.
- Skillful at using information, ideas, and influence to affect a desired outcome by facilitating collaboration with others to identify problems, provide advice and develop agreeable solutions.
- Proficient working with PAC's, donors, Federal, State and Local campaigns, issue campaigns, and the election process.

LEADERSHIP AND MANAGEMENT

- Developed and managed individualized campaign finance plans for 28 House Republican members and new candidates.
- Planned and executed over 85 customized fundraisers for individual candidates and the House Republican Caucus, raising over ten million dollars in campaign contributions for individual candidates and the caucus achieving a historical record 66 -seat majority of Republicans in the Ohio House of Representatives.
- Skilled in initiating, structuring, and carrying out steps to complete projects and tasks by proactively anticipating, executing and delivering results.
- Excels in creating a strategic vision, motivating and empowering others to a greater participation, commitment, high standards and performance through staff training, peer mentoring and various supportive roles by sharing institutional knowledge and experience. Supervised staff of 3 as Director at ONA; staff of 4 as VP of GR at SGI; staff of 8 committee clerks at HOR.

RESEARCH AND ANALYTICAL SKILLS

- Ability to identify and define problems and find innovative solutions to social public policy problems acting upon insights, political instinct, and perceptions independent of rational thought.
- Skillful in compiling, organizing, prioritizing, and using data to enhance planning and effectiveness in preparation for legislative drafting, educational briefs, and all forms of communication while also maintaining confidentiality
- Adept in identifying and using critical thinking to solve problems efficiently and process improvement opportunities such as expanding retirement benefits to individuals using STABLE, identifying duplication and waste in state resources committed in the operating budget, etc.

PROFESSIONAL PROFILE

Director, Government Relations	Equifax, Inc.	Columbus, OH	10/19-present
Director of Strategic Partnerships (STABLE)	Ohio Treasurer of State, Robert Sprague	Columbus, OH	01/19-10/19
Legislative Liaison	Ohio Treasurer of State, Josh Mandel	Columbus, OH	03/18- 01/19
Majority Policy Advisor Speaker Clifford A. Rosenberger	Ohio House of Representatives, Republican Caucus	Columbus, OH	01/17-03/18
Assistant Deputy Finance Director	Ohio House Republican Organization Committee	Columbus, OH	05/16-11/16
Legislative Aide State Representatives Kunze /Grossman	Ohio House of Representatives	Columbus, OH	10/13-12/16
VP of Government Relations	Strategic Health Care/ SGI	Columbus, OH	04/11-10/12
Director of Health Policy	Ohio Nurses Association	Columbus, OH	04/09-09/10
Legislative Liaison	Ohio Department of Aging/ODJFS-Medicaid	Columbus, OH	02/06-04/09
Senior Legislative Aide State Representative Arlene Setzer State Representative Jim Hoops	Ohio House of Representatives	Columbus, OH	12/02-02/06

EDUCATION

1998-2002	University of Akron	Akron, OH
<ul style="list-style-type: none"> • Bachelor of Arts Political Science with a focus on American Politics. A beneficial aspect of my college experience is that many of my classes focused on practical application as opposed to theoretical analysis. 		
2015-2017	George Washington University	Washington D.C
<ul style="list-style-type: none"> • Master's in Professional Studies Political Management with a focus on Electoral Politics and Fundraising. 		

PROFESSIONAL AFFILIATIONS

- Franklin County GOP Central Committee member, Vice Chair Executive Committee representing Columbus Ward 46 I. (2017, 2018, 2019, 2020)
- The Jo Ann Davidson Ohio Leadership Institute; Junior League of Columbus; Ohio Women in Government (OWIG)-member; Capital Area Women Republican Club-member
- George Washington University GSPM Alumnae; Delta Gamma Fraternity Alumnae
- Campaign Manager- Mary Taylor for State Representative (2002); Campaign Manager- Arlene Setzer for State Representative (2004; 2006); Volunteer-Kasich for President campaign 2015-16; volunteer on various state and local campaigns; Legislative Service Commission (LSC) Intern (2002-2003) Ohio House of Representatives Employee of the Quarter 2015

George Husted, CPA

5473 Hayden Mill Ln, Apt 168, Dublin, OH 43016

Phone: (573)318-4282 • georgehusted@gmail.com

Education

Bachelor of Science in Accounting

Missouri State University, *Springfield, MO*

Graduated: *May 2018*

GPA: 3.56/4.0

Work Experience

Senior Associate

Henry Alan, *Dublin, OH*

September 2019-Present

- Maintain financial and accounting records for five congressional campaigns and seven non-profits
- Prepare filings with the Federal Election Commission documenting donations and expenditures
- Aid in maintaining personnel files for employees and contractors of clients
- Issue payments to vendors and record transactions for clients
- Respond to inquiries from the Federal Election Commission regarding reports filed with them

Accounting Associate

Garrison Management Group, *Kansas City, MO*

July 2018-September 2019

- Maintain financial and accounting records for 14 separate companies
- Prepare invoices for clients
- Aid in maintaining personnel files for employees and contractors
- Issue payments to vendors and record transactions
- Assist clients in resolving questions related to billing

Tax Intern

Jeremiah Mee CPA & Advisors, *Springfield, MO*

January 2015-July 2018

- Assist clients with responding to tax notices
- Aid in preparation of financial statements for assurance reviews and compilations
- Preparing and maintaining general ledgers for clients
- Review and file payroll tax returns for businesses and not-for-profit organizations

Leadership Experience

Treasurer

Carthage Classical Academy, *Tunis, Tunisia/ Springfield, MO*

January 2017-Present

- Maintain financial records for Carthage Classical Academy and its' foreign subsidiary
- Prepare monthly financial statements and reports for the Board of Directors
- Manage budget of \$85,000 per year
- Handle collection of tuition payments and donations
- Manage investment portfolio and issue disbursements for expenses

Vice President of Finance

Delta Sigma Pi, Kappa Omicron Chapter, *Springfield, MO*

May 2015-April 2016

- Maintained financial records for the Kappa Omicron chapter of Delta Sigma Pi
- Managed budget of \$8,000 per semester
- Managed investment account valued around \$20,000
- Prepared financial statements and oversaw the external review process for the financial statements

Elaine Tornero

**7716 Critwell Ct.
Reynoldsburg, OH 43068**
E: elainetornero@reagan.com
Ph: 614-208-0413

Short Bio/Resume

Elaine Tornero is a results-focused leader with an eye for detail and a passion for helping others. Always seeking to achieve greater success, Elaine is willing to disrupt the status quo and provide a fresh perspective. Elaine is a thoughtful decision-maker and works overtime to achieve what is right, not what is easy.

Elaine served on the board of directors for Families First of Stark County, Ohio. Families First works to enhance parenting skills through education, mentoring, and parent-to-parent support. In 1984, when Elaine joined the board, Families First oversaw Parents Anonymous. Over the next ten years, Elaine developed a second program, HUGS - Help Understand Guide Support and helped to implement Mother Mentor and Minority Outreach. These programs continue to provide services to Stark County families three decades later.

Elaine served on the Reynoldsburg Board of Education from 2010-2017. During that time, the district developed academies and blended learning - both allowing for highly personalized instruction. The board also adopted and implemented a successful open enrollment policy which has benefited thousands of students and the community of Reynoldsburg.

Having educated all 6 of her children at home, Elaine has extensive knowledge in both public and home schooling. Elaine is active in her church and serves the underprivileged in Central Ohio at the Stowe Mission.

Elaine holds a bachelor's degree in Nutrition and Dietetics from Kent State University.

Attachment 2a- GA Monitoring- Articles of Incorporation, Bylaws, Code of Regulations



DATE	DOCUMENT ID	DESCRIPTION	FILING	EXPED	CERT	COPY
09/27/2021	202127002684	DOMESTIC NONPROFIT CORP - ARTICLES (ARN)	99.00	0.00	0.00	0.00

Receipt

This is not a bill. Please do not remit payment.

CALLENDER LAW GROUP
9853 JOHNNYCAKE RIDGE ROAD
SUITE 107
MENTOR, OH 44060

STATE OF OHIO CERTIFICATE

Ohio Secretary of State, Frank LaRose
4750304

It is hereby certified that the Secretary of State of Ohio has custody of the business records for
PATHFINDER CAREER ACADEMY OF OHIO

and, that said business records show the filing and recording of:

Document(s)

DOMESTIC NONPROFIT CORP - ARTICLES

Effective Date: 09/27/2021

Document No(s):

202127002684



United States of America
State of Ohio
Office of the Secretary of State

Witness my hand and the seal of the
Secretary of State at Columbus, Ohio this
27th day of September, A.D. 2021.

Ohio Secretary of State



Toll Free: 877.767.3453 | Central Ohio: 614.466.3910

OhioSoS.gov | business@OhioSoS.gov

File online or for more information: OhioBusinessCentral.gov

Initial Articles of Incorporation
(Nonprofit, Domestic Corporation)
Filing Fee: \$99
(114-ARN)
Form Must Be Typed

First: Name of Corporation

Second: Location of Principal Office in Ohio

City

State

County

Optional: Effective Date (MM/DD/YYYY)

(The legal existence of the corporation begins upon the filing of the articles or on a later date specified that is not more than ninety days after filing.)

Third: Purpose for which corporation is formed

Please see attachment.

**** Note:** for Nonprofit Corporations: The Secretary of State does not grant tax exempt status. Filing with our office is not sufficient to obtain state or federal tax exemptions. Contact the Ohio Department of Taxation and the Internal Revenue Service to ensure that the nonprofit corporation secures the proper state and federal tax exemptions. These agencies may require that a purpose clause be provided. ******

**** Note:** ORC Chapter 1702 allows for additional provisions to be included in the Articles of Incorporation that are filed with this office. If including any of these additional provisions, please do so by including them in an attachment to this form. ******

Original Appointment of Statutory Agent

The undersigned, being at least a majority of the incorporators of

Pathfinder Career Academy of Ohio

(Name of Corporation)

hereby appoint the following to be Statutory Agent upon whom any process, notice or demand required or permitted by statute to be served upon the corporation may be served. The complete address of the agent is:

JAMES S. CALLENDER JR.

(Name of Statutory Agent)

100 EAST BROAD STREET, SUITE 690

(Mailing Address)

COLUMBUS

(Mailing City)

OH

(Mailing State)

43215

(Mailing ZIP Code)

Must be signed by
the incorporators or
a majority of the
incorporators.

JAMES S. CALLENDER JR.

(Signature)

(Signature)

(Signature)

Acceptance of Appointment

The Undersigned, JAMES S. CALLENDER JR., named herein as the
(Name of Statutory Agent)

Statutory agent for Pathfinder Career Academy of Ohio
(Name of Corporation)

hereby acknowledges and accepts the appointment of statutory agent for said corporation.

Statutory Agent Signature JAMES S. CALLENDER JR.

(Individual Agent's Signature / Signature on Behalf of Business Serving as Agent)

By signing and submitting this form to the Ohio Secretary of State, the undersigned hereby certifies that he or she has the requisite authority to execute this document.

Required

Articles and original appointment of agent must be signed by the incorporator(s).

If the incorporator is an individual, then they must sign in the "signature" box and print his/her name in the "Print Name" box.

If the incorporator is a business entity, not an individual, then please print the entity name in the "signature" box, an authorized representative of the business entity must sign in the "By" box and print his/her name and title/authority in the "Print Name" box.

JAMES S. CALLENDER JR.

Signature

By (if applicable)

Print Name

Signature

By (if applicable)

Print Name

Signature

By (if applicable)

Print Name

Purpose for which corporation is formed:

1. To form, maintain and provide a school exclusively for educational, literary, scientific and related teaching services of all kinds that qualifies as an exempt organization under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended, and to receive and maintain real or personal property, or both, to use and apply the whole or any part of the income therefrom and the principal thereof exclusively for the purposes set forth hereinabove.
2. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any Director or Officer of the Corporation, or any member of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes), and no Director or Officer of the Corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation. No substantial part of the activities of the Corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.
3. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.
4. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.
5. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.
6. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.
7. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent federal tax laws.
8. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended, or by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code and Regulations as they now exist or as they may hereafter be amended.
9. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, education, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the Corporation is then located, exclusively for such purposes, or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purpose.

Bylaws/Code of Regulations of Pathfinder Career Academy of Ohio

Article I General

Section 1. NAME

The name of this Ohio nonprofit corporation shall be Pathfinder Career Academy of Ohio (hereinafter the “Corporation” or “School”).

Section 2. OPERATION, OBJECTIVES, AND GUIDING PRINCIPLES

Subject to all of the terms and conditions set forth in these Bylaws, the Corporation is organized, and will be operated, exclusively for charitable, educational, and scientific purposes within the meaning of 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal tax code (the “Code”), as follows:

- a. To form, maintain and provide a school exclusively for educational, literary, scientific, and related teaching services of all kinds that qualifies as an exempt organization under Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended, and to receive and maintain real or personal property, or both, and subject to the restrictions and limitations hereinafter set forth, to use and apply the whole or any part of the income therefrom and the principal thereof exclusively for the purposes set forth hereinabove.
- b. In addition, the Corporation may engage in other charitable and educational activities described in 501(c)(3) and 170(c)(2) of the Code.
- c. In carrying out its charitable, educational, and scientific purposes, the Corporation shall have all of the powers that may be conferred upon nonprofit corporations formed under the laws of the State of Ohio to carry out such purposes.

In carrying out its charitable, educational, and scientific purposes, the Corporation shall have authority to receive and maintain real and tangible or intangible personal property and shall use and apply all or any part of such property and/or the income therefore exclusively for charitable, educational, and scientific purposes within the meaning of 501(c)(3) and 170(c)(2) of the Code.

Mission

The mission of Pathfinder Career Academy is to provide learner-centered, individualized pathways to success for Ohio students, connecting them to their community and partners around the state, preparing them for career success, and enabling them to fulfill their promise.

Vision

PCA’s vision is to provide every student in Ohio access to a learner-centered, world-class, career-focused education that gives them the opportunity to graduate with real-world experience,

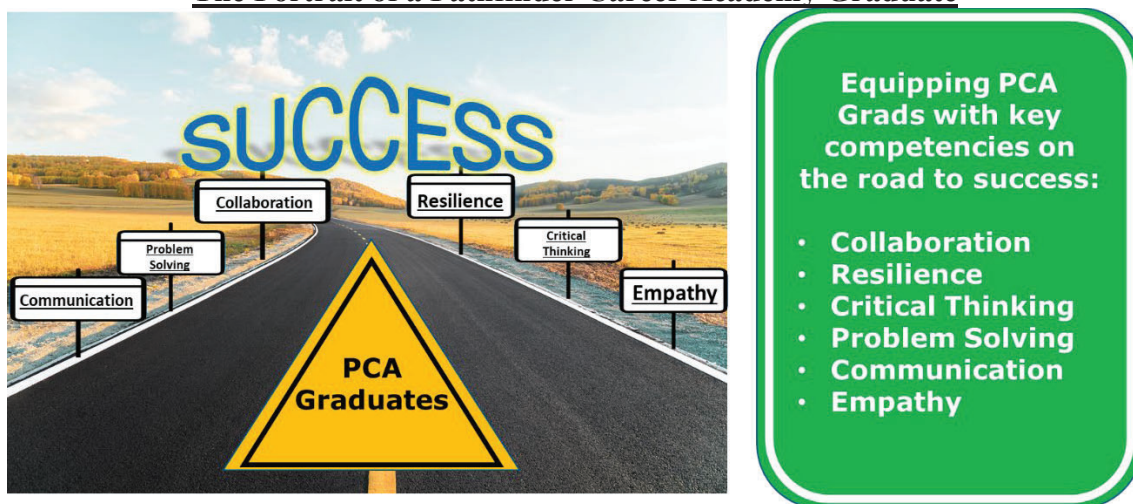
a credential, and/or a degree and sets them on a path for life-long success.

Philosophy Statement

Pathfinder Career Academy (PCA) is a student-centered organization dedicated to helping ALL students succeed and find their path to a successful career and future. At PCA, we believe that it takes a holistic approach to put students on the path to lifelong success, and our philosophy and school model embody that approach.

PCA's "North Star" is our Portrait of a PCA Graduate, which outlines the competencies that PCA focuses on instilling in PCA students throughout their school experience:

The Portrait of a Pathfinder Career Academy Graduate



Developed in collaboration with experienced school leaders, teacher, parents, and other stakeholders, we expect this portrait to continue to evolve as PCA students, teachers, and community partners collaborate to co-develop, add to, and refine these competencies.

In addition to the Portrait of a PCA Graduate, PCA's Core Principles are the foundation of our school model and philosophy:

- Our students are the most important people at our school, and we believe that every student can succeed and find their path to a successful career and future.
- We build and refine our approach on the science of learning and development, leveraging best practices from proven successes in Career Tech, school innovation, and youth development.
- We believe that relationships are at the core of student success, and prioritize them through a strong mentoring program, a comprehensive Advisory approach, and meaningful family engagement
- We are driven by equity, and we make learning meaningful and relevant to students through personalized learning paths, Credit Flex enabled approaches, and mastery & equity-based grading.

- We center Career Development throughout the school experience, helping students connect skills, interest, and abilities to career opportunities while helping students understand how they fit into the bigger world.
- We use best-in-class curriculum and tools with proven results to set students up for success and drive academic performance.
- We believe that Project and Problem Based Learning produces successful learners who take greater agency in their own life, as well as their community
- We believe the foundation of a successful model includes integrated, seamless partnerships with industry, higher education, and community partners across Ohio, opening opportunities for students during their PCA journey and beyond.
- We believe a safe, positive, and caring environment is critical to student success
- We use data to inform our decisions and measure our success

Section 3. LOCATION

The Corporation's headquarters shall be located and maintained in Franklin County, Ohio, or at such other location within the State of Ohio as the Board of Directors may from time to time determine.

Section 4. PROPERTY

The Corporation may purchase, lease, rent, accept as gifts or contributions, or otherwise receive, acquire, and manage real and personal property in furtherance of its purposes.

Section 5. FISCAL YEAR

The fiscal year shall begin on July 1 and end on June 30 of each year.

Section 6. AUDIT

The fiscal records of the Corporation may be prepared each year by independent Certified Public Accountants and the report thereof made available to the Executive Director, the Board of Directors, and such other persons as may be necessary or appropriate. The level of the report shall be at least a review by the Certified Public Accountants, and the Board shall determine on an annual basis whether or not audited financial statements are appropriate. The Board shall comply with Ohio law for the purposes of fiscal oversight of the school.

Article II **Membership**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Board of Directors (the "Board") of the Corporation. Actions which would otherwise require approval by a majority of all members or approval by members require only approval of a majority of all Directors.

Article III **Directors**

Section 1. NUMBER

The corporation shall have at least five directors but not more than ten, as set forth below, plus non-voting ex officio Directors, if any. Collectively they shall be known as the Board. Upon the action of the Board, these Bylaws may be amended to alter the size or composition of the Board of Directors.

Section 2. POWERS

Except when the law provides, the Articles or these Bylaws otherwise provided, all of the Corporation's authority shall be vested in and exercised by the board. To the extent permitted by law, any authority of the Directors may be delegated to such persons or committees as the Directors so acting may determine.

Section 3. DUTIES

It shall be the duty of the directors to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the articles of incorporation, or by these bylaws;
- b. Meet at such times and places as required by these bylaws;
- c. Register their postal addresses and email with the secretary of the corporation, and notices of meetings mailed or emailed to them at such addresses shall be valid notices thereof.

Section 4. ELECTIONS AND TERMS OF OFFICE

- a. The Interim Directors of the Corporation shall be named at a time to be determined by the Incorporator. The Interim Directors shall serve until a Board of Directors is elected.
- b. The Board may elect any person who, in its discretion, it believes will serve the interests of the Corporation faithfully and effectively.
- c. Two of the initial five directors elected shall hold office for a period of five years, two shall hold office for a period of two years, and one or two for a period of one year. Thereafter each director shall hold office for a period of up to three years and until his or her successor is elected and qualifies. Each director's term of office shall be specified at the time of election. The term of no more than 40% of the directors shall expire in the same year.
- d. Any Director may, by written notice to the Board of Directors, resign at any time.
- e. Any Director may be removed by a majority vote of all of the remaining members of the

Board of Directors without cause at any time, with the exception of the CEO who can only be removed by a majority vote of the remaining directors.

Section 5. EX OFFICIO DIRECTORS

The Chairperson of Board of Directors may appoint one or more *ex officio* members of the Board of Directors. The individual holding the office of Executive Director of the Corporation shall be an *ex officio* member of the Board. *Ex officio* members of the Board of Directors shall be entitled to a notice to be present in person, to present matters for consideration and to take part in consideration of any business by the Board of Directors at any meeting of the Board of Directors, shall not be counted for purposes of a quorum and shall have no voting rights for purposes of authorizing any act or transaction of business by the Board of Directors. Except for the individual holding the office of Executive Director of the Corporation (who shall serve so long as he or she is the Executive Director), the term of an *ex officio* Director shall be for such time as the Board of Directors shall designate.

Section 6. COMPENSATION

A Director may be compensated in accordance with Ohio Revised Code §3314.02(E)(4), or reimbursed for expenses incurred in furtherance of the purposes of the Corporation as authorized and approved by a majority of the current Directors. Any payments to Directors shall be approved in advance in accordance with this Corporation's conflict of interest policy, as set forth in Article 9 of these Bylaws and Chapter 3314 of the Ohio Revised Code.

Section 7. ANNUAL AND REGULAR MEETINGS

Annual Meetings of the Board of Directors shall be held each year during the first quarter of each fiscal year at a time and place, within the State of Ohio, designated by the Directors, Regular Meetings of the Board of Directors may be held at such other times and places as may be fixed by the Directors, however, the Board of Directors will meet at least quarterly upon the call of the Chair, or any two other Directors.

Section 8. SPECIAL MEETINGS

Special Meetings of the Board of Directors may be held at any time upon the written call of the Chair or at the written request of a majority of the Directors entitled to vote on matters presented to the Board of Directors.

Section 9. NOTICE OF MEETINGS

Except for Special Meetings, written notice of any Board of Directors Meeting shall be given to the Directors at least five (5) days prior to such meeting and shall set forth the reasons therefore. Notice of any Special Meeting may be made other than by written notice when circumstances dictate.

Whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the articles of incorporation, these bylaws, or the law of this state, a waiver of notice in writing signed by the director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

The Board shall ensure compliance with Ohio Revised Code section 121.22(F), and shall follow the following guidelines as it related to the posting of meeting notices:

The Secretary of the Board of Directors shall cause and/or direct an administrator of the school post notice of a meeting in the following manners:

1. **Regular Meetings:** Notice of regular meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the school no less than five (5) days prior to the date of the meeting; (ii) notice will be provided to any news media that requests notification no less than five (5) days prior to the date of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings no less than five (5) days prior to the date of the meeting.
2. **Special Meetings:** Notice of special meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the school no less than 24 hours prior to the date of the meeting; (ii) notice will be provided to any news media that requests notification no less than 24 hours prior to the date of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings no less than 24 hours prior to the date of the meeting.
3. **Emergency Meeting:** Notice of emergency meetings shall be posted (i) on the main entrance of the school or in a conspicuous place in the school immediately and prior to the start of the meeting; (ii) notice will be provided to any news media that requests notification immediately and prior to the start of the meeting; and (iii) notice will be provided via e-mail to any person requesting advanced notice of meetings immediately and prior to the start of the meeting.

Section 10. WAIVER OF NOTICE

Notice of any meeting of the Board may be waived in writing, either before or after the holding of such meeting, by any Board of Director, which writing shall be filed with or entered upon records of the meeting. The attendance of any Board of Director at any meeting of the Board without protesting, prior to or at the commencement of the meeting, the lack of proper notice, shall be deemed to be a waiver of notice of such meeting.

Section 11. ACTION WITHOUT A MEETING AUTHORIZED

The Board may authorize actions by means of a writing or writings signed by all of the Directors, without a meeting.

Section 12. QUORUM FOR MEETINGS

Except as otherwise provided in these Bylaws, the minimum number of Directors necessary to constitute a quorum for the transaction of business at any meeting shall be a majority of the Directors entitled to vote who are then in office.

Section 13. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the articles of incorporation, these bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

Section 14. CONDUCT OF MEETINGS

The Chair shall employ such rules of order as the Chair deems appropriate in conducting meetings, except that each item placed for vote or other action shall be placed before the Board by motion of a member of the Board other than the Chair with a second by another member of the Board other than the Chair.

Section 15. MEETINGS HELD THROUGH COMMUNICATION EQUIPMENT

Meetings the Board may be held through communications equipment provided that all persons participating in such meeting can hear and otherwise communicate with each other. Such participation shall constitute presence at such a meeting. Provided however, once the Corporation becomes a community school, the Directors must be physically present at a meeting as defined by Ohio's Open Meetings Act in order to be counted as part of a quorum and to vote, for so long as required by law.

Section 16. NONLIABILITY OF DIRECTORS

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

Article IV **Officers**

Section 1. DESIGNATION OF OFFICERS

The officers of the corporation shall be a chair, a vice chair, a secretary, and a treasurer. The corporation may also have one or more vice chairs, assistant secretaries, assistant treasurers, and other such officers with such titles as may be determined from time to time by the board of directors.

Section 2. QUALIFICATIONS AND AUTHORITY OF OFFICERS

The Officers of the Corporation may, but do not need to, be Directors of the Corporation. Officers of the Corporation shall have such authority as may be specified from time to time by the Directors.

Section 3. ELECTION AND TERM OF OFFICE

Officers shall be elected by the board of directors, at anytime, and each officer shall hold office for a period of one year, until he or she resigns, or is removed, or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the board of directors, at any time. Any officer may resign at any time by giving written notice to the board of directors or to the chair or secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the board of directors relating to the employment of any officer of the corporation.

Section 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the board of directors. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair unless such time as the board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

Section 6. DUTIES OF CHAIRPERSON

The Chairperson ("Chair"), subject to the control of the board of directors, shall supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be required by law, by the articles of incorporation, or by these bylaws, or which may be prescribed from time to time by the board of directors. Unless another person is specifically appointed as chairperson of the board of directors, the Chair shall preside at all meetings of the board of directors and, if this corporation has members, at all meetings of the members.

Section 7. DUTIES OF VICE CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice Chair shall have other powers and perform such other duties as may be prescribed by law, by the articles of incorporation, or by these bylaws, or as may be prescribed by the board of directors.

Section 8. DUTIES OF SECRETARY

The secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy, of these bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these bylaws or as required by law. Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these bylaws, to duly executed documents of the corporation.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the bylaws and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

Section 9. DUTIES OF TREASURER

The treasurer shall:

Oversee the Ohio licensed school fiscal officer in his/her charge and custody of, and his/her responsibility for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the board of directors.

Oversee the Ohio licensed school fiscal officer in his/her receiving, and giving receipt for, monies due and payable to the corporation from any source whatsoever.

Oversee the Ohio licensed school fiscal officer in his/her disbursements, or cause to be disbursed, the funds of the corporation as may be directed by the board of directors, taking proper vouchers for such disbursements.

Oversee the Ohio licensed school fiscal officer in his/her keeping and maintaining adequate and correct accounts of the corporation's properties and business transactions, including accounts of

its assets, liabilities, receipts, disbursements, gains, and losses.

Oversee the Ohio licensed school fiscal officer in his/her exhibits, at all reasonable times ,the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Oversee the Ohio licensed school fiscal officer in his/her rendering to the Chair and directors, whenever requested, an account of any or all transactions and of the financial condition of the corporation.

Oversee the Ohio licensed school fiscal officer in his/her preparation, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, Oversee the Ohio licensed school fiscal officer in his/her performance of duties incident to the school financials and such other duties as may be required by law, by the articles of incorporation of the corporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

Article V **Committees**

Section 1. EXECUTIVE COMMITTEE

The board of directors may, by a majority vote of its members, designate an Executive Committee consisting of not less than three but no more than five board members and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and, except as may otherwise be provided, by provisions of law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the executive committee authority so delegated, increase or decrease but not below two (2), the number of the executive committee, and fill vacancies on the Executive Committee from the member of the board. The executive committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

Section 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the board of directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

Section 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance

with the provisions of these bylaws concerning meetings of the board of directors, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the board of directors or by the committee. The board of directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

Article VI

Indemnification and Insurance

Section 1. GENERAL INDEMNIFICATION

The Corporation: (a) shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether, civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he or she is or was a Director or volunteer of the Corporation, or while a Director or volunteer of the Corporation is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent, or volunteer of any other corporation domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise; and (b) may indemnify or agree to indemnify any person who is or was a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative (other than any action by or in the right of the Corporation) by reasons of the fact that he or she is or was an officer, employee, or agent of the Corporation, or while an officer, employee, or agent of the Corporation is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, against expense (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order settlement or conviction, upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, the person had reasonable cause to believe that the conduct was unlawful.

Section 2. SUITS BY THE CORPORATION

The Corporation may indemnify or agree to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that the person is or was a Director, officer, employee, agent or volunteer of the Corporation, or is or was serving at

the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise against expenses (including attorney's fees) actually and reasonably incurred by the person in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believes to be in or not opposed to the best interest of the Corporation.

No such indemnification shall be made in respect of: (a) any claim, issue or matter as to which such person is adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Corporation unless and only to the extent that the court of common pleas, or the court in which such action or suit was brought, determined upon application that, despite the adjudication of liability, but in view of all the circumstances of the case, such person is fairly and reasonable entitled to indemnity for such expense as the court of common pleas or such other court shall deem proper; or (b) any action or suit in which the only liability asserted against a Director is pursuant to Section 1702.55 of the Ohio Revised Code.

Section 3. INDEMNIFICATION FOR EXPENSES

To the extent that a Director, officer, employee, agent or volunteer has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Section 6.1 and 6.2, including any action or suit brought against a Director pursuant to Section 1702.55 of the Ohio Revised Code, or in defense of any claim, issue or matter therein, he or she shall be indemnified against expenses (including attorney's fees) actually and reasonably incurred by the individual in connection with the action, suit or proceeding.

Section 4. DETERMINATION REQUIRED

Any indemnification under Section 6.1 and 6.2 (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that the indemnification of the Director, officer, employee, agent or volunteer is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Section 6.1 and 6.2. Such determination shall be made by any one of the following: (a) the Board of Directors by a majority vote of a quorum consisting of Directors, who were not and are not parties to, or threatened with, such action, suit or proceeding; (b) if such a quorum is not obtained or if a majority of a quorum of disinterested Directors so directs, in a written opinion by independent legal counsel other than an attorney, or a firm having associated with it an attorney, who has been retained by or who has performed services for the Corporation or any person to be indemnified within the past five years; (c) the Members; or (d) the court of common pleas or the court in which the action, suit or proceeding was brought. If any action by or in the right of the Corporation is involved, any determination made by the disinterested Directors or by the independent legal counsel under this Section 6.4 shall be communicated promptly to the person who threatened or brought the action or suit by or in the right of the Corporation under Section 6.2, and such person shall have the right, within ten days after receipt of such notification, to petition the court of common pleas or the court in which action or suit was brought to review the reasonableness of such determination.

Section 5. ADVANCES FOR EXPENSES

(a) Expenses (including attorney's fees) incurred by a Director or a volunteer in defending any civil or criminal action, suit or proceeding referred to in Section 6.1 and 6.2 of this Article VI, except where the only liability asserted against a Director is pursuant to Section 1702.55 of the Ohio Revised Code, shall be paid by the Corporation as they are incurred, in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of the Director or volunteer in which he or she agrees to: (i) repay such amount if it is proved by clear and convincing evidence in a court of competent jurisdiction that his or her action or failure to act involved in act or omission undertaken with deliberate intent to cause injury to the Corporation or undertaken with reckless disregard for the best interest of the Corporation; and (ii) reasonably cooperate with the Corporation concerning the action, suit or proceeding.

(b) Expenses (including attorney's fees) incurred by a Director, officer, employee, agent or volunteer in defending any action, suit or proceeding referred to in Section 6.1 and 6.2 of this Article VI, including any action or suit brought against a Director pursuant to Section 1702.55 of the Ohio Revised Code, may be paid by the Corporation as they are incurred in advance of the final disposition of the action, suit or proceeding as authorized by the Director in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, agent or volunteer to repay such amount if it is ultimately determined that he or she is not entitled to be indemnified by the Corporation.

Section 6. NOT EXCLUSIVE

The indemnification authorized by this Article VI shall not be deemed exclusive of, and shall be in addition to, any other rights granted to those seeking indemnification under the Articles, common law, the Nonprofit Corporation Law of the State of Ohio, these Bylaws or any agreement, vote of Members or disinterested Directors, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee, agent or volunteer and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 7. INSURANCE

The Corporation may purchase and maintain insurance or furnish similar protection, including but not limited to trust funds, letters of credit or self-insurance, on behalf or for any person who is or was a Director, officer, employee, agent or volunteer of the Corporation, or is or was serving at the request of the Corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provision of this Article VI. Insurance may be purchased from or maintained with a person in which the Corporation has financial interest.

Section 8. SECTIONS 1 AND 2

The authority of the Corporation to indemnify persons pursuant to Sections 1 and 2 of this Article VI does not limit the payment of expenses as they are incurred, indemnification, insurance or other protection that may be provided pursuant to another Section of Article VI. Sections 1 and 2 of this Article VI do not create any obligation to repay or return payments made by the Corporation under other Sections of this Article VI.

Section 9. DEFINITION OF “THE CORPORATION” AND “VOLUNTEER”

As used in this Article VI, references to “the Corporation” include all constituent corporations in a consolidation or merger, and the new or surviving corporation, so that any person who is or was a trustee, director, officer, employee, agent or volunteer of such a constituent corporation, or is or was serving at the request of such constituent corporation as a director, trustee, fiduciary, officer, employee, partner, joint venturer, agent or volunteer of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, employee benefit plan or other enterprise, shall stand in the same position under the provision of this Article VI with respect to the new or surviving corporation in the same capacity. As used in this Article VI, references to a “volunteer” include any person defined as a “volunteer” with respect to the Corporation under Section 1702.01 of the Ohio Revised Code.

Article VII **Corporate Records, Reports, and Seal**

Section 1. MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep at its principal office:

- a. Minutes of all meetings of directors, committees of the board, and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;

- c. A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- d. A copy of the corporation's articles of incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

Section 2. CORPORATE SEAL

The board of directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, and shall have such other rights to inspect the books, records, and properties of this corporation as may be required under the articles of incorporation.

Section 4. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this article may be made in person or by agent or attorney and the right to inspect shall include the right to copy and make extracts.

Section 5. PERIODIC REPORT

The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

Article VIII

IRC 501(c)(3) Tax Exemption Provision

Section 1. LIMITATIONS ON ACTIVITIES

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 2. PROHIBITATION AGAINST PRIVATE INURNMENT

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

Section 3. DISTRIBUTION OF ASSETS

Upon the dissolution of this corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed by the Court of Common Pleas of the county in which the principal office of the Corporation is then located, exclusively for such purposes, or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Section 4. PRIVATE FOUNDATION REQUIREMENTS AND RESTRICTIONS

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

Article IX

Conflict of Interest Policy and Compensation Approval Procedures

Section 1. PURPOSE

The purpose of the conflict of interest policy is to protect Pathfinder Career Academy of Ohio, an Ohio non-profit corporation and tax-exempt organization (the “Organization”) interest when it is contemplating entering into a transaction or arrangement that might

benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2. DEFINITIONS

A) Interested Person. Any director, principal officer, or member of a committee with Corporate Board or Governing Board (collectively the “Board”) delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

B) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;
2. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3 (B), a person who has a financial interest may have a conflict of interest only if the appropriate Board or committee decides that a conflict of interest exists.

Section 3. PROCEDURES

A) Duty to Disclose.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Board delegated powers considering the proposed transaction or arrangement

B) Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

C) Procedures for Addressing the Conflict of Interest.

1. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the Board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

D) Violations of the Conflicts of Interest Policy.

1. If the Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. RECORDS OF PROCEEDINGS

The minutes of the Board and all committees with board delegated powers shall contain:

- A) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, the action taken to determine whether a conflict of interest was present, and the Board's or committees decision as to whether a conflict of interest in fact existed.

B) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 5. COMPENSATION

Any compensation received by Board members will be in compliance with State and Federal laws and/or regulations, and only after a vote of the board.

Section 6. ANNUAL STATEMENTS

Each director, principal officer and member of a committee with Board delegated powers shall sign a statement which affirms such person:

- A) Has received a copy of this Conflict of Interest Policy;
- B) Has read and understands the policy;
- C) Has agreed to comply with the policy; and
- D) Understands the Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. PERIODIC REVIEWS

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- A) Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- B) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organizations written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 8. USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Article X

Compensation Policy

Section 1. PURPOSE

The Compensation Policy (the “Compensation Policy”) of the School, an Ohio non-profit corporation and tax exempt organization, has established this policy to ensure compliance with the Internal Revenue Service guidelines for approval of senior management compensation. The corporate board of directors of the School shall follow the following review and approval guidelines.

Section 2. INDIVIDUALS SUBJECT TO THIS POLICY (“COVERED INDIVIDUAL”)

1. Chief Employed Executives: The individual or individuals who have the ultimate responsibility for implementing the decisions of the School’s corporate board or for supervising the management, administration, or operations of the School, including the School’s top management official and top financial official. If this ultimate responsibility resides with two or more individuals (i.e. co-presidents or co-treasurers) who may exercise such responsibility in concert or individually, then each individual shall be included.
2. Officers: The individual or individuals elected or appointed to manage Pathfinder Career Academy of Ohio daily operations, such as president, vice-president, secretary or treasurer. The officers of an organization are determined by references to its organizing document, by-laws, and include, at a minimum, those officers required by applicable state law.
3. Key Employees: Individuals who are not a Chief Employed Executive or an Officer of the School, but who meet all of the following tests, applied in the following order:
 - a. \$150,000 Test: The individual receives reportable compensation¹ from Pathfinder Career Academy of Ohio and all related organizations² in excess of \$150,000 for the calendar year ending with or within Pathfinder Career Academy of Ohio’s tax year.

¹ Compensation that is reported on Form W-2, Box 5, or in Box 1 if the employee’s compensation is not reported in Box 5, or Form 1099-MISC, Box 7, filed for the calendar year ending with or within the organization’s tax year.

² An organization that stands in one or more of the following relationships to the filing organization: (1) Parent – an organization that controls the filing organization; (2) Subsidiary – an organization controlled by the filing the filing organization; (3) Supporting/Supported – an organization that is (or claims to be) at any time during the organization’s tax year (i) a supporting organization of the filing organization within the meaning of Section 509(a)(3), if the filing organization is a supported organization within the meaning of Section 509(f)(3), or (ii) a supported organization, if the filing organization is a supporting organization.

- b. Responsibility Test: At any time during the calendar year ending with or within the School's tax year:
 - i. has responsibilities, power or influence over the School as a whole that is similar to those officers, directors, or trustees;
 - ii. manages a discrete segment or activity of School that represents 10% or more of the activities, assets, income, or expenses of the organization, as compared to the organization as a whole; or
 - iii. has or shares authority to control or determine 10% or more of Pathfinder Career Academy of Ohio's capital expenditures, operating budget, or compensation for employees.
 - c. Top 20 Test: In addition to meeting the \$150,000 Test and the Responsibility Test, the individual is one of the top 20 most highly compensated employees (including all income from Pathfinder Career Academy of Ohio and related organizations) for the calendar year ending with or within Pathfinder Career Academy of Ohio's calendar year.
 - 4. Highest Compensated Employees: One of the five highest compensated employees of Pathfinder Career Academy of Ohio whose reportable compensation (including all income from Pathfinder Career Academy of Ohio and related organizations) is greater than \$100,000 for the calendar year ending with or within School's calendar year who are not also current officers, directors, or key employees of the School.

Section 3. PROCEDURE FOR APPROVING COMPENSATION

In reviewing and approving the compensation of any Covered Individuals the School corporate board of directors, or a delegated committee of the corporate board (the "Approval Body") will utilize the following process:

- 1. Impartial Decision Makers: The compensation arrangement must be approved in advance (before any payment is made) by the Approval Body of Pathfinder Career Academy of Ohio composed entirely of individuals who do not have conflict of interest with respect to the compensation arrangement (i.e. neither the executive whose compensation is being determined nor any of his/her family members may be present during the discussion/debate or participate in the vote).
- 2. Comparability Data: When the Approval Body is considering compensation to Covered Individuals, it must rely on comparability data that demonstrates the fair market value of the compensation in question (i.e. when creating compensation packages, the Approval Body must secure data that documents compensation levels for similarly qualified individuals in like positions at like organizations). This data may include the following:
 - a. expert compensation studies by independent firms;
 - b. written job offers for positions at similar organizations;

- c. documented telephone calls about similar positions at both non-profit and for-profit organizations.
- 3. Concurrent Documentation: The Approval Body must document how it reached decisions, including the data on which it relied. To qualify as Concurrent Documentation, written or electronic records of the Approval Body (i.e. meeting minutes) must note:
 - a. the terms of the compensation and the date it was approved;
 - b. the members of the Approval Body who were present during the debate on the compensation that was approved and those who voted on it;
 - c. the comparability data obtained and relied upon and how the data was obtained; and
 - d. any action taken with respect to the consideration by anyone who is otherwise a member of the Approval Body, but who had a conflict of interest with respect to the decision on the compensation.

Section 4. RECORDS

Pathfinder Career Academy of Ohio shall retain all records relating to compensation in accordance with Pathfinder Career Academy of Ohio's Record Retention and Destruction Policy.

Article XI

Code of Ethics Policy

Section 1. PURPOSE

The following Code of Ethics (the "Code") of Pathfinder Career Academy of Ohio ("School"), an Ohio non-profit corporation and tax exempt organization, is intended to guide ethical decision making by its directors, officers and staff members. The Code is based on the following key values:

- 1. Respect for all persons.
- 2. Transparency for our actions.
- 3. Responsibility for our decisions and their consequences.
- 4. Accountability for our actions.
 - a. We are committed to being responsible, transparent and accountable for all our actions.
 - b. We are committed to avoiding conflicts of interest.
 - c. We are committed to complying with the spirit and the letter of all applicable laws.
 - d. We are committed to treating our staff members with respect and fairness in a workplace that safeguards the rights and welfare of all.

- e. We are committed to a philanthropic and educational community that is transparent and accountable.

Section 2. POLICIES AND PROCEDURES SUPPORTING THE CODE OF ETHICS

The School has a number of policies and procedures in place to assume ethical conduct. The following are examples of the major policies and procedures that support and reflect our Code:

1. The School has a detailed Conflict of Interest Policy to protect its interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director or may result in a possible excess benefit transaction. If any conflict is found, the officer or director must abstain from voting on the particular proposal and the abstaining officer or director is not counted toward a quorum for a vote.
2. The audit committee was established in March 2010. The audit committee selects the independent auditor; reviews the quality and integrity of the School's annual financial statements; oversees the performance of the School's internal accounting functions; and handles complaints and concerns regarding corporate accounting practices, internal controls and auditing matters in accordance with the School's Whistleblower Policy. All current members of the audit committee are financially literate.
3. There is no salary compensation of the officers and directors of the School except as provided within these Bylaws.

Article XII **Nondiscrimination Policy**

Pathfinder Career Academy of Ohio, an Ohio non-profit corporation (the "School"), admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. the School does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other School administered programs.

The School will ensure that this policy is placed in all literature of the School, including, but not limited to, public notices, student handouts, promotional materials, etc.

The School will maintain records to support this policy as required by Internal Revenue Procedure 75-50.

Article XIII

DOCUMENT RETENTION AND DESTRUCTION POLICY

This policy reflects the minimum document retention requirements set forth to protect the School, an Ohio non-profit corporation and tax-exempt organization.

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule.

Type of Document	Minimum Requirement
Accounts payable ledgers and schedules	7 years
Audit reports	Permanently, or until the Cancellation of the Corporation
Bank reconciliations	2 years
Bank statements	3 years
Checks registers/books, canceled checks, deposit slips	7 years
Contracts, mortgages, notes and leases (expired)	7 years
Contracts (still in effect)	Permanently, or until the Cancellation of the Corporation
Corporate records (minute books, charter, resolutions, etc.)	Permanently, or until the Cancellation of the Corporation
Correspondence (general)	2 years
Correspondence (legal and important matters)	Permanently, or until the Cancellation of the Corporation
Correspondence (with vendors)	2 years
Credit card receipts	3 years
Deeds, mortgages, bills of sale, etc.	Permanently
Depreciation schedules	Permanently
Donor lists/acknowledgements	3 years
Employment applications	3 years
Expense analyses/expense distribution schedules	7 years
Financial statements	Permanently, or until the Cancellation of the Corporation
Insurance policies (expired)	3 years
Insurance records (current policies - accident reports, claims, policies, etc.)	Permanently, or until the Cancellation of the Corporation
Internal audit reports	3 years
Inventories of products, materials, and supplies	7 years
Investment records (deposits, earnings, withdrawals)	7 years
Invoices (to customers, from vendors)	7 years
IRS correspondence	Permanently, or until the Cancellation of the Corporation
Lease/Loan contracts	Permanently, or until the Cancellation of the Corporation
Patents and related Papers	Permanently, or until the Cancellation of the Corporation
Payroll records and summaries	7 years
Personnel records (terminated employees)	7 years

Personnel records (current employees)	Permanently, or until the Cancellation of the Corporation
Retirement and pension records	Permanently, or until the Cancellation of the Corporation
Tax returns and worksheets	Permanently, or until the Cancellation of the Corporation
Timesheets	7 years
Vendor contracts	7 years
Trademark registrations and copyrights	Permanently
Whistleblower records	7 years
Withholding tax statements	7 years
Correspondence between board members as it relates to school business (email)	30 days
Correspondence between board members as it relates to school business (texts)	5 days
Correspondence between board members as it relates to school business (voicemail)	5 days

Document Protection

Documents will be stored in a protected environment for the duration of the Document Retention Requirement. Computer backup media will be included.

Document Destruction

Documents that have been retained until the end of the Document Retention Requirement shall be destroyed by shredding. Computer backup media that has been retained until the end of the Document Retention Requirement shall be destroyed by fire or other proven means to destroy such media.

Article XIV

NON-PROFIT FUNDRAISING POLICY

Purpose

The Non-Profit Fundraising Policy (the “Fundraising Policy”) of the School, an Ohio non-profit corporation and tax exempt organization, has established this policy to ensure the directors and officers honor the intentions of donors and ensure that their intentions are honestly fulfilled. As a part of the annual audit, the independent auditors will review any grant and contribution related correspondence and review financial transactions to ensure that any restrictions imposed were met.

Donor Privacy

All information concerning donors or prospective donors, including their names, addresses, telephone numbers, amount of their gifts and other information shall be kept strictly confidential by the School's directors, officers and staff unless permission is obtained from the donor to release such information.

Gifts and donations may be restricted by a donor for use in any specific service area and/or for any stated the School purpose or program, and these requests must be honored.

Solicitations shall be free from undue influence or excessive pressure and shall be respectful of the needs and interests of the donor or prospective donor.

All fundraising solicitations shall include the following:

1. The School does not share, sell, trade or rent donor lists.
2. Include an option for the donor's gift to remain anonymous.

Acceptance of Gifts

Whereas the School actively solicits gifts and grants to further the goals of the organization, there is the potential for controversy if certain gifts are accepted that could damage the ability for the School to accomplish its goals. The following procedures are adopted as policy:

1. All decisions to solicit and/or accept potentially controversial fits are to be made by the corporate board of directors, preferable prior to soliciting such gifts.
2. It is recognized that the School cannot generally ascertain whether the value of the gift was generated using commonly accepted ethical and moral standards. Furthermore, the School asserts that its primary responsibility is to use any gifts to further the organizations mission, goals and objectives.

When considering, soliciting and/or accepting gifts that might be potentially controversial, the corporate board of directors shall consider the following:

1. Will accepting the gift compromise any core values of the organization?
2. Will accepting the gift further the mission, goals and/or objectives of the organization and the donor?

3. Will there be a perceived conflict of interest for the organization?
4. Is there clear charitable intent and a commitment to serve the community? It is understood that it is usually appropriate for there to be tax incentives, community acceptance and publicity value for donors.
5. Will acceptance of the gift be inconsistent with other fundraising activities and/or gifts?
6. Will the reputation of the donor have a negative effect upon the reputation of the receiving organization?
7. If controversy develops, will it likely be significant enough to undermine the stability of the organization? If so, will there be a sufficient reservoir of community image and goodwill to allow the organization to continue to thrive?
8. Will the nature of the in-kind contribution create problems, such as in advertising or sponsorship?
9. Will the gift encourage or discourage others to give?
10. What will be the net effect on the bottom line?

Outside Parties Fundraising on Behalf of The School

Outside organizations raising money without charge on behalf of the School must be reviewed and approved by the corporate board of directors.

Records

The School shall retain for a period of at least seven (7) years, all records relating to any gift or donation received in accordance with the School's Record Retention and Destruction Policy.

Article XV

INVESTMENT POLICY

Purpose

This Investment Policy (the "Investment Policy") of the School, an Ohio non-profit corporation and tax exempt organization, has established this policy in order to:

1. Define and assign the responsibilities of all involved parties.
2. Establish a clear understanding for all involved parties of the investment goals and objectives of Fund assets.
3. Offer guidance and limitations to all Investment Managers regarding the investment of Fund assets.
4. Establish a basis for evaluating investment results.

5. Manage Fund assets according to prudent standards as established in common trust law.
6. Establish the relevant investment horizon for which the Fund assets will be managed.

In general, the purpose of this statement is to outline a philosophy and attitude which will guide the investment management of the assets toward the desired results. It is intended to be sufficiently specific to be meaningful, yet flexible enough to be practical.

Definitions

1. "Fund" shall mean the School's investment portfolio.
2. "Executive Committee" shall refer to the Committee authorized to administer the Fund as specified by the corporate board of directors of the School.
3. "Fiduciary" shall mean any individual or group of individuals that exercise discretionary authority or control over Fund management or any authority or control over management, disposition or administration of the Fund assets.
4. "Investment Manager" shall mean any individual, or group of individuals, employed to manage the investments of all or part of the Fund assets.
5. "Investment Management Consultant" shall mean any individual or organization employed to provide advisory services, including advice on investment objectives and/or asset allocation, manager search, and performance monitoring.
6. "Securities" shall refer to the marketable investment securities which are defined as acceptable in this statement.
7. "Investment Horizon" shall be the time period over which the investment objectives, as set forth in this statement, are expected to be met. The investment horizon for this Fund is 3-5 years.

Delegation of Authority

The School's Executive Committee is a Fiduciary and is responsible for directing and monitoring the investment management of Fund assets on behalf of the School. As such, the Executive Committee is authorized to delegate certain responsibilities to professional experts in various fields. These include, but are not limited to:

1. Investment Management Consultant. The consultant may assist the Executive Committee in establishing investment policies, objectives, and guidelines; selecting Investment Managers; reviewing such managers over time; measuring and evaluating investment performance; and other tasks as deemed appropriate.
2. Investment Manager. The Investment Manager has discretion to purchase, sell, or hold the specific securities that will be used to meet the Fund's investment objectives.
3. Custodian. The custodian will physically (or through agreement with a sub-custodian) maintain possession of securities owned by the Fund, collect dividend and interest payments, redeem maturing securities, and effect receipt and delivery

following purchases and sales. The custodian may also perform regular accounting of all assets owned, purchased, or sold, as well as movement of assets into and out of the Fund accounts.

4. Additional specialists such as attorneys, auditors, actuaries, retirement plan consultants, and others may be employed by the Executive Committee to assist in meeting its responsibilities and obligations to administer Fund assets prudently.

No officer or director of the School shall act as Investment Management Consultant, Investment Manager, or Custodian.

The Executive Committee will not reserve any control over investment decisions, with the exception of specific limitations described in these statements. Managers will be held responsible and accountable to achieve the objectives herein stated. While it is not believed that the limitations will hamper Investment Managers, each Investment Manager should request modifications which they deem appropriate.

If such experts employed are also deemed to be Fiduciaries, they must acknowledge such in writing. All expenses for such experts must be customary and reasonable, and will be borne by the Fund as deemed appropriate and necessary.

General Investment Principles

1. Investments shall be made solely in the interest of the Fund.
2. The Fund shall be invested with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the investment of a fund of like character and with like aims.
3. Any attempt to engage in “market timing” will be avoided.
4. There shall be no short sales or trading on margin.
5. There shall be no options, including puts or calls, unless they are covered options.
6. Cash is to be employed productively at all times, by investment in short term cash equivalents to provide safety, liquidity, and return.

Investment Management Policy

1. Preservation of Capital. Consistent with their respective investment styles and philosophies, Investment Managers should make reasonable efforts to preserve capital, understanding that losses may occur in individual securities.
2. Risk Aversion. Understanding that risk is present in all types of securities and investment styles, the Executive Committee recognizes that some risk is necessary to produce long-term investment results that are sufficient to meet the Fund's objectives. However, the Investment Managers are to make reasonable efforts to control risk, and will be evaluated regularly to ensure that the risk assumed is commensurate with the given investment style and objectives.

3. Adherence to Investment Discipline. Investment Managers are expected to adhere to the investment management styles for which they were hired. Managers will be evaluated regularly for adherence to investment discipline.
4. Liquidity. The Fund will require the ability to deposit and withdraw funds on a continuous basis. Investment Managers therefore should make decisions that will maximize returns through short term investments, while understanding the need for liquidity.
5. Long Term Investments. A portion of the Fund's overall portfolio will be invested in long term growth mechanisms. This amount will be determined either as a percentage of the overall Fund or a fixed amount of the Fund by the Executive Committee on the advice of the Investment Managers.
6. Alternative Fund Sources. This Fund may receive funds from various sources which have their own specific investment policies in place. The sources of these funds may come from planned giving or estate planning, foundation sources or others. In these cases, this Investment Policy will be modified to reflect those conditions and subsequently guide Investment Managers in the handling of those specific funding mechanisms.

Investment Goals

In order to meet its needs, the School's investment objective emphasizes capital growth with some focus on income.

Specific Investment Goals

Over the investment horizon established in this statement, it is the goal of the aggregate Fund assets to exceed:

1. An absolute rate of return of 3-6%, including fixed income.

The investment goals above are the objectives of the aggregate Fund, and are not meant to be imposed on each investment account (if more than one account is used).

Definition of Risk

The Executive Committee realizes that there are many ways to define risk. It believes that any person or organization involved in the process of managing the School's assets understands how it defines risk so that the assets are managed in a manner consistent with the Fund's objectives and investment strategy as designed in this statement of Investment Policy. The Executive Committee considers the tolerance for risk to be classified as medium. That is, comfortable with fluctuations in the portfolio, and the possibility of larger declines in value, in order to grow the portfolio over time. The School's risk/return trade-off is classified as moderate.

Asset Allocation

Based on the School's profile, the asset allocation will be 40% Equity, 60% Fixed Income. Additionally, the following guidelines shall be followed:

1. Investment in any one company shall be limited to no more than 5% of the total Fund.
2. No more than 25% of the Fund shall be invested in any one industry.
3. The School shall not control any more than 10% of the stock in any one company.
4. The maximum remaining maturity on each bond is limited to 30 years.
5. There shall be no direct investment in gold, other commodities, and collectibles.
6. There shall be no direct investment in real estate partnerships.

Guidelines for Fixed Income Investments and Cash Equivalents

The mutual funds selected have been evaluated by the Investment Management Consultant who conducted a screening process that includes both quantitative and qualitative criteria. Investment options are reviewed periodically to ensure that high-quality standards are maintained. The overall process seeks to ensure that the investment strategies implemented will be compatible with the School's return requirements and tolerance for risk.

Performance Review and Evaluation

Performance reports generated by the Investment Management Consultant shall be compiled at least quarterly and communicated to the Executive Committee for review. The investment performance of total portfolios, as well as asset class components, will be measured against commonly accepted performance benchmarks. Consideration shall be given to the extent to which the investment results are consistent with the investment objectives, goals, and guidelines as set forth in this statement. The Executive Committee intends to evaluate the portfolio(s) over at least a three year period, but reserves the right to terminate an Investment Manager for any reason including the following:

1. Investment performance which is significantly less than anticipated given the discipline employed and the risk parameters established, or unacceptable justification of poor results.
2. Failure to adhere to any aspect of this statement of Investment Policy, including communication and reporting requirements.
3. Significant qualitative changes to the investment management organization.

Investment Managers shall be reviewed regularly regarding performance, personnel, strategy, research capabilities, organizational and business matters, and other qualitative factors that may impact their ability to achieve the desired investment results.

Investment Policy Review

To assure continued relevance of the guidelines, objectives, financial status and capital markets expectations as established in this statement of Investment Policy, the Executive Committee plans to review this investment policy at least annually.

Records

The School shall retain all records relating to investments in accordance with The School's Record Retention and Destruction Policy.

Article XVI

PUBLIC RECORDS POLICY

Purpose

The Public Records Policy (the "Records Policy") of the School, an Ohio non-profit corporation and tax exempt organization, has established this policy to ensure the directors and officers honor the Internal Revenue Service and Ohio Attorney General requirements pertaining to disclosure and availability of required records.

Statement

Openness leads to a better informed citizenry, which leads to better government and better public policy. Consistent with the premise that government at all levels exists first and foremost to serve the interests of the people, it is the mission and intent of the School to at all times fully comply with and abide by both the spirit and the letter of Ohio's Public Records Act and the Internal Revenue Service Taxpayer Bill of Rights II.

Internal Revenue Disclosure Requirements

1. The School must make available for public inspection its exemption application. An exemption application includes the Form 1023, together with supporting documents and any letter or document issued by the IRS concerning the application.
2. In addition, the School must make available for public inspection and copying its annual return (Form 990) including any schedules, attachments, or supporting documents that relate to the imposition of tax or the unrelated business income of the organization.
3. If applicable, the School must make available for public inspection and copying any Form 990-T (Exempt Organization Business Income Tax Return) filed after August 17, 2006.
4. The School is not required to disclose Schedule K-1 of Form 1065 or Schedule A of Form 990-BL.
5. Documents must be available for a three-year period beginning with the due date of the return (including any extension of time for filing).

6. In response to a written *or* in-person request by an individual at the principal office of the School, a copy of the covered tax documents must be provided to the requester. If the request for copies is made in person, the request will generally be honored on the day of the request; if the request is written, then the School has thirty days to respond. (A request that is faxed, e-mailed or sent by private courier is considered a written request.)
7. The School may charge reasonable copying costs and the actual cost of postage before providing the copies. The School can charge no more than the Internal Revenue Service charges for copying (the Freedom of Information Act provides a rate of 20 cents per page). The law permits this, but the School must provide timely notice of the approximate cost and acceptable form of payment within seven days of receipt of the request. Acceptable forms of payment must include cash and money order (in the case of an in-person request) and certified check, money order, and personal check or credit card, in the case of a written request.

Ohio Attorney General Disclosure Requirements

In addition to the public disclosure requirements set forth by the Internal Revenue Service, the Ohio Attorney General has set forth additional requirements which the School shall follow.

Defining Public Records

All records kept by the School are public unless they are exempt from disclosure under Ohio law. All public records must be organized and maintained in such a way that they can be made available for inspection and copying.

A record is defined to include the following: A document in any format – paper, electronic (including, but not limited to, business e-mail) – that is created, received by, or comes under the jurisdiction of the School that documents the organization, functions, policies, decisions, procedures, operations, or other activities of the School.

Response Timeframe

Public records are to be available for inspection during regular business hours, with the exception of published holidays. Public records must be made available for inspection promptly. Copies of public records must be made available within a reasonable period of time. “Prompt” and “reasonable” take into account the volume of records requested; the proximity of the location where the records are stored; and the necessity for any legal review and redaction of the records requested.

It is the goal of the School that all requests for public records should be acknowledged in writing or, if possible, satisfied within 10 business days following the School’s receipt of the request.

Handling Requests

No specific language is required to make a request for public records. However, the

requester must at least identify the records requested with sufficient clarity to allow the School to identify, retrieve, and review the records. If it is not clear what records are being sought, the School must contact the requester for clarification, and should assist the requester in revising the request by informing the requester of the manner in which the School keeps its public records.

The requester does not have to put a records request in writing, and does not have to provide his or her identity or the intended use of the requested public record. It is the School's general policy that this information is not to be requested. However, the law does permit the School to ask for a written request, the requestor's identity, and/or the intended use of the information requested, but only (1) if a written request or disclosure of identity or intended use would benefit the requestor by enhancing the School's ability to identify, locate, or deliver the public records that have been requested; and (2) after telling the requestor that a written request is not required and that the requester may decline to reveal the requestor's identity or intended use.

In processing the request, the School does not have an obligation to create new records or perform new analysis of existing information. An electronic record is deemed to exist so long as a computer is already programmed to produce the record through simple sorting, filtering, or querying. Although not required by law, the School may accommodate the requestor by generating new records when it makes sense and is practical under the circumstances.

In processing a request for inspection of a public record, a the School employee must accompany the requester during inspection to make certain original records are not taken or altered.

A copy of the most recent edition of the Ohio Sunshine Laws manual is available via the Attorney General's internet website (www.ohioattorneygeneral.gov) for the purpose of keeping employees of the School and the public educated as to the School's obligations under the Ohio Public Records Act, Open Meetings Act, records retention laws and Personal Information Systems Act.

Electronic Records

Records in the form of e-mail, text messaging, and instant messaging, including those sent and received via a hand-held communications device (such as a Blackberry) are to be treated in the same fashion as records in other formats, such as paper or audiotape.

Public record content transmitted to or from private accounts or personal devices is subject to disclosure. All employees or representatives of the School are required to retain their e-mail records and other electronic records in accordance with applicable records retention schedules.

Denial or Redaction of Records

If the requester makes an ambiguous or overly broad request or has difficulty in making a request for public records, the request may be denied, but the denial must provide the requester an opportunity to revise the request by informing the requester of the manner in which records are maintained and accessed by the School.

Any denial of public records requested must include an explanation, including legal authority. If the initial request was made in writing, the explanation must also be in writing. If portions of a record are public and portions are exempt, the exempt portions may be redacted and the rest released. When making public records available for public inspection or copying, the School shall notify the requestor of any redaction or make the redaction plainly visible. If there are redactions, each redaction must be accompanied by a supporting explanation, including legal authority.

Copying and Mailing Costs

Those seeking public records may be charged only the actual cost of making copies, not labor. The charge for paper copies is 10 cents per page. The charge for electronic files downloaded to a compact disc is \$5.00 per disc.

A requester may be required to pay in advance for costs involved in providing the copy. The requester may choose whether to have the record duplicated upon paper, upon the same medium in which the public record is kept, or upon any other medium on which the School determines that the record can reasonably be duplicated as an integral part of the School's normal operations.

If a requester asks that documents be mailed, he or she may be charged the actual cost of the postage and mailing supplies. There is no charge for documents e-mailed.

Managing Records

The School's records are subject to records retention schedules. The School's current schedules are available at the School, a location readily available to the public as required by §149.43(B)(2), Ohio Revised Code.

Article XVII

WHISTLEBLOWER POLICY

Section I

Purpose

The Code of Ethics (the "Code") of the School, an Ohio non-profit corporation and tax exempt organization, requires the directors, officers and staff members to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As staff members and representatives of the School, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations. It also is our responsibility to report violations of the Code in accordance with this Whistleblower

Policy. No director, officer or staff member who in good faith reports a violation of the Code shall suffer harassment, retaliation or adverse employment consequence. The School has adopted this Whistleblower Policy to address the submission by directors, officers and staff members of complaints, concerns and suspected violations with respect to one or more of the following matters:

1. Questionable accounting, internal accounting controls and auditing matters.
2. Compliance with legal and regulatory requirements.
3. A violation or suspected violation of the School's Code of Ethics.
4. A retaliatory act against a director, officer or staff member who reports a suspected violation of any of the above matters.

Section II

Reporting Responsibility

It is the responsibility of all directors, officers and staff members to comply with the Code and to report violations or suspected violations in accordance with this Whistleblower Policy. Under this policy, it is a disciplinary issue for a staff member to know of ethical misconduct and stay silent.

Section III

No Retaliation

No director, officer or staff member who in good faith reports a violation of the Code shall suffer harassment, retaliation or adverse employment consequence. A staff member who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable staff members and others to raise serious concerns within the School prior to seeking resolution outside the organization.

Section IV

Reporting Violations

The Code addresses the School's open door policy and suggests that staff members share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, a staff member's supervisor is in the best position to address an area of concern. However, if you are not comfortable speaking with your supervisor or you are not satisfied with your supervisor's response, you are encouraged to speak with the Executive Director or anyone in management whom you are comfortable in approaching. Supervisors and managers are required to report suspected violations of the Code of Conduct to the Compliance Officer, who has specific and exclusive responsibility to investigate all reported violations. For suspected fraud, or when you are not satisfied or

uncomfortable with following the School's open door policy, individuals should contact the Compliance Officer directly.

Section V

Compliance Officer

The School's Compliance Officer is responsible for investigating and resolving all reported complaints and allegations concerning violations of the Code and, at his/her discretion, shall advise the Executive Director and/or the audit committee. The Compliance Officer has direct access to the audit committee and is required to report to the audit committee at least annually on compliance activity. The School's Compliance Officer is the Superintendent, or his/her designee. If a director, officer or staff member thinks it is inappropriate to report a complaint, concern or suspected violation to the Compliance Officer, the complainant should report such matters to the President of the Board of Directors.

Section VI

Accounting and Auditing Matters

In the event that a reported concern of complaint involves corporate accounting practices, internal controls or auditing matters, the Compliance Officer shall immediately notify the audit committee of the complaint and work with the audit committee until the matter is resolved. The audit committee shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing matters.

Section VII

Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly false will be viewed as a serious disciplinary offense.

Section VIII

Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Section IX

Handling of Reported Violations

The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Section X

Acknowledgement and Distribution of Policy

As it is the intent of the School to strive for high ethical conduct from all directors, officers and staff. The Board of Directors is particularly sensitive to individuals who hold management and governance positions of trust and confidence in fulfilling the mission and goals of the School. These sensitive positions include all officers, members of the Board of Directors, the Executive Director and key senior staff members designated by the Executive Director. Therefore, each of the above staff will receive a copy of this Policy, and any subsequent updates, and will be requested to acknowledge and sign this Code by July 1st of each year. This acknowledgement will be kept on file in the personnel files of each staff member and in the board files for each board member.

Section XI

Records

The Compliance Officer shall retain for a period of at least seven (7) years, all records relating to any complaint, concern or suspected violation reported to him/her in accordance with this Whistleblower Policy.

Article XVIII

Employee Dismissal and Grievance Procedures

All employees of the School are and shall be at-will employees that may be terminated or whose contracts may be non-renewed for any reason, provided that the decision is not in violation of any applicable law. In the event the Building Leader or Superintendent intends to recommend the non-renewal of an employee's contract, s/he shall comply with applicable statutory and contractual non-renewal procedures. Any decision to terminate a staff member's employment contract shall be subject to review consistent with the grievance procedures.

DEFINITIONS

For purposes of this grievance procedure, the following definitions shall apply:

"Workplace safety" refers to any condition of employment or duty, responsibility, or environmental hazard that may reasonably be viewed to affect an employee's health or the health of other employees. Workplace safety matters expressly include workplace harassment, including sexual harassment. In the event that an employee believes the safety of the workplace is compromised by harassment, s/he must first make a complaint concerning the matter and follow the procedures outlined in the School's Harassment Policies. Grievance timelines associated with workplace harassment do not begin to run until completion of an investigation and final action on the complaint by the administration.

"Termination" does not include voluntary resignation or retirement.

"Employee discipline" refers to unpaid suspensions and written reprimands, but excludes performance conferences/evaluations, staff assignments, oral reprimands (unless a written record of the reprimand is placed in the employee's file).

"Grievance" shall mean a dispute concerning an employee's discipline or termination of employment, or a dispute concerning workplace conditions that affect workplace safety. Only one subject matter shall be covered in any one grievance.

GRIEVANCE PROCEDURE

It is the policy of the School to treat all employees equitably and fairly in matters affecting their employment. Each employee of the School shall be provided an opportunity to understand and resolve matters affecting employment that the employee believes to be unjust. This section shall apply to all regular full-time, part-time, limited, temporary, and seasonal employees not covered by a collective bargaining. This procedure is available in the case of any employee's disagreement with discipline or termination of employment, as well as any matter relating to workplace safety.

All employee grievances must be filed, in written form, by the aggrieved employee(s). The grievance must be filed within five (5) working days after the employee knew or should have known of the cause of such grievance.

A written grievance shall contain:

- A. the name and position of the grievant;
- B. a clear and concise statement of the grievant;
- C. the issue involved;
- D. the relief sought;
- E. the date the incident or violation took place;
- F. the specific section of the Staff/Employee Handbook alleged to have been violated;
- G. the signature of the grievant and the date.

The following procedures shall be followed:

STEP 1- APPEAL TO SUPERINTENDENT

The employee may, within five (5) working days of the date of an employee dismissal, termination or non-renewal is issued, present his/her grievance in writing to the Superintendent. This grievance shall fully state the details of the problem and suggest a remedy. The Superintendent shall, within five (5) working days of receipt of the grievance, meet and discuss the grievance with the employee and then reply in writing within ten (10) working days.

STEP 2 – APPEAL TO BOARD GRIEVANCE/DUE PROCESS COMMITTEE

In the event the matter is not resolved to the employee's satisfaction by the Superintendent, the employee may, within five (5) working days of the date of the written decision of the Superintendent, request in writing that the matter be heard before the Board Grievance/Due Process Committee. The Chair of the Board Due Process/Grievance Committee shall conduct the hearing. The Chair of the Board Due Process/Grievance Committee may also appoint a second hearing officer or a panel of hearing officers from the current roster of School Board members, of which said panel must consist of less than a majority of the total members of the School Board. The Chair of the Board Due Process/Grievance Committee shall delegate to the Superintendent the responsibility to arrange for a venue and logistical implementation for such hearing to occur. Each grievance shall be heard by the Board Due Process/Grievance Committee and such hearings shall be private. The employee and the Superintendent may present witnesses, and each side may select one individual to attend the hearing as a representative. Any employee representative selected shall be at no expense to the School. The Board Due Process/Grievance Committee may only consider the matter(s) as grieved and presented to him/her/them in the initial grievance filed by the employee. The decision will apply exclusively to the employee presenting the grievance. The Board Due Process/Grievance Committee shall issue a written decision within ten (10) working days of the hearing of the grievance via U.S. Certified Mail.

STEP 3 – APPEAL TO THE BOARD

In the event that the employee is dissatisfied with the Board Due Process/Grievance Committee decision, s/he may, within ten (10) working days of receipt of the decision, appeal the grievance(s) in writing, to the full Board of Directors, of which a majority of the board shall hear the matter at its next regularly scheduled board meeting, unless postponed by mutual agreement. The Board shall, after discussion with appropriate personnel and after hearing the grievance from the employee in an Executive Session, make a decision by majority vote, which shall be final. The grievant shall be notified, in writing, of the final decision within ten (10) working days, via US Certified Mail. This procedure constitutes the exclusive process for the redress of any employee grievances.

However, nothing in this grievance procedure shall prevent any employee from addressing concerns regarding matters not subject to the grievance procedure with school administration, and employees are encouraged to do so.

Time limits contained in this grievance procedure outlined above may be extended by the written mutual consent of the parties. If any applicable time limit for advancing the grievance to the next step in the process is not met, the grievance shall be deemed resolved. Each employee shall be afforded any opportunity to be represented at each step of the grievance procedure by a representative of the employee's choice and at no expense to the School.

Article XIX **Amendment of Bylaws**

Section 1. AMENDMENT

Subject to the power of the members, if any, of this corporation to adopt, amend, or repeal the bylaws of this corporation and except as may otherwise be specified under provisions of law, these bylaws, or any of the articles of incorporation, may be altered, amended, or repealed and new bylaws adopted by approval of the board of directors.

Article XIX **Construction and Terms**

If there is any conflict between the provisions of these bylaws and the article of incorporation of this corporation, the provisions of the articles of incorporation shall govern.

Should any of the provisions or portions of these bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these bylaws shall be unaffected by such holding.

All references in these bylaws to the article of incorporation shall be to the articles of incorporation, articles of organization, certification of incorporation, organizational charter, corporate, charter, or other founding document of this corporation filed with an office of this state and used to establish the legal existence of this corporation.

All references in these bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986, as amended from time to time, or to corresponding provisions of any future federal tax code.

[End of Document]

ADOPTION OF BYLAWS

We, the undersigned, are all of the Board of Directors of this corporation, and we consent to, and hereby do, adopt the foregoing amendment bylaws, in its entirety, consisting of 42 preceding pages, as the bylaws of this corporation.

Dated: _____

Attachment 3 - Management Company Experience in Ohio - Pathfinder Career Academy of Ohio

Background on Accel Schools and Overall Community School Experience in Ohio

Founded in 2014, ACCEL Schools is a K-12 full-service Education Service Provider based in McLean, VA currently serving over 35,000 students in online, blended and brick and mortar charter schools. ACCEL does not focus on one particular student demographic, nor subscribe to one specific school model or educational philosophy but rather customizes each school to maximize student performance within the target population where the school is opened. ACCEL Schools partners with each school board of directors to deliver a high performing school.

ACCEL Schools currently serves more than 50 partner schools in Arizona, California, Colorado, Indiana, Michigan, Ohio, and Washington. This includes 47 site-based schools and 5 virtual schools, two that opened this school year. In 2015, ACCEL was chosen to take over the management of the former White Hat and Mosaica Education brick and mortar charter schools including the highest performing charter school in Ohio. Since this time, the company's portfolio has increased dramatically both from building new site-based schools from the ground up and by working with schools experiencing academic and/or financial struggles.

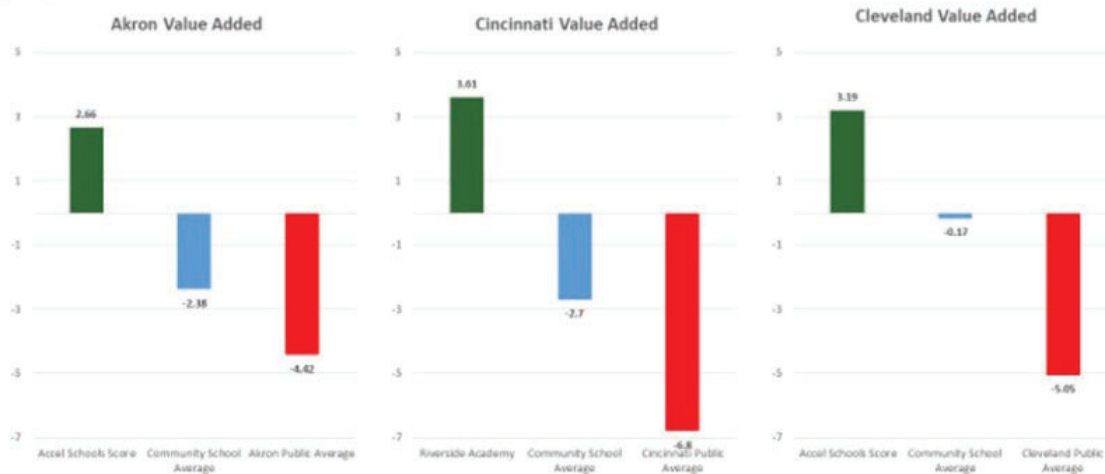
ACCEL Schools is the U.S. school division of Pansophic Learning, a privately held global learning company with schools in the United States, Uganda, United Kingdom, Switzerland, Saudi Arabia, and Dubai. Schools in the communities served by ACCEL Schools often educate students who are at least a grade level behind if not more. The neighborhoods are economically disadvantaged with limited job opportunities and elevated high school dropout rates. Families come to ACCEL schools because their student was unsuccessful in their previous school. ACCEL Schools provide a safe space where families feel appreciated and invited to partner in their child's education.

ACCEL is committed to continuing its work to improve educational quality and choice. Unfortunately, funding inequities hinder this mission. Charter schools traditionally receive less money per child than school districts. While schools try to compete with the salaries of the districts, this is generally not an option. Teachers who are led to work at charter schools are attracted to the unique learning environments, innovative teaching strategies, and a strong sense of community. ACCEL has been able to increase student achievement while operating with a limited budget.

ACCEL Schools strives to partner with the Board of Directors to create the high performing school the families deserve. Student progress is carefully measured using short cycle assessments throughout the school year. ACCEL schools are unique in our success with turnaround charter schools. We have an unassailable track record with schools with both academic and financial concerns.

ACCEL is often the only management company with an interest in turning around poor performing schools. We have a history of taking on projects other management companies would walk away from. With that in mind, in 2015, ACCEL took over management of the former White Hat schools of Ohio. The chart below details the gains made in comparison to other charter and district schools.

Value Added: Students of Poverty*



accelschools.com

*When 80%-100% of students qualify for Free or Reduced Price Lunch (FRL)

Source: ODE Reports: "School Report Card Database" 2016, "FY2016 Data for Free and Reduced Price Meals"



All turnaround schools combine intense professional development for teachers and administrators with a focused short cycle assessment plan. This model took Columbus Preparatory Academy from being a school slated for closure to the number one school in the state of Ohio. Columbus Preparatory Academy and Cornerstone Academy have combined strong academic instruction with short cycle assessment for years to yield strong results on the Ohio Assessments. Even through repeated changes in the state assessments, their Performance Index scores have remained strong. This model was replicated in communities with high poverty and low student performance at Cleveland Arts and Social Sciences Academy, Columbus Arts and Technology Academy and Foundation Academy (Mansfield) with similar results. Eleven of ACCEL Ohio schools received A or B ratings for Value Added which measures the progress made by the school in 2015-16. In 2015-16, 60% of ACCEL schools had higher Performance Index scores than their school district. This short cycle assessment strategy has been replicated in our virtual school model.

Many of the schools in our portfolio were on the verge of closing when we began working with them. Due to the research-based methods used at these schools, five of the eight schools in the cohort saw significant Performance Index increases from FY 2016 to SY 2017. Broadway Academy, East Academy, and Northcoast Academy received Momentum Awards from the State of Ohio for progress made in all areas of Value Added.

When ACCEL began working with the portfolio of schools that were opened prior to our management, the schools were experiencing different levels of success. Some schools had a solid academic program with strong re-enrollment and little change in their teaching staff. Other schools were struggling significantly academically, financially, and staffing was unstable at best. ACCEL's approach to managing the schools has been to customize our approach to every school.

Many of our schools have been acknowledged by the Department of Education for their strong performance:

Accel Schools on the 2020-21 High Performing School List:

- South Columbus Preparatory Academy (84.5 Performance Index)
- Cornerstone Academy Community School (92 Performance Index)
- Columbus Humanities Arts and Technology Academy (78.1 Performance Index)

Accel Schools meeting Criteria 1 as a Community School of Quality

- Columbus Humanities, Arts and Technology Academy
- Cornerstone Academy Community School
- Foundation Academy
- Lincoln Park Academy

South Columbus Preparatory Academy was a new school and is one of many successful school openings. Although they had low enrollment in year 1, they had strong academic results with a Performance Index of over 90, in year two with over 75 new students they maintained their success with an 84 Performance Index. In year 3, they continued to grow conservatively while applying a successful academic program (due to the pandemic, data is not available for 2019-20 or 2020-21).

Accel Schools' Experience with Internet- or Computer-Based Community Schools in Ohio

In the summer of 2018 ACCEL Schools became the chosen operator of the Ohio Distance and Electronic Learning Academy (OHDELA). Despite being open for over 17 years, OHDELA has struggled and trailed other statewide virtual charter schools in Ohio. In partnership with the school board, ACCEL Schools is implementing an aggressive turnaround plan to put OHDELA in a position to be academically successful and operationally sound. This includes implementing a solid curriculum aligned to Ohio's Learning Standards, a balanced assessment strategy, and progress monitoring tools and practices that show significant promise.

In the last published OCCS Annual Report from the 2019-20 school year, Alternative Education Academy (OHDELA), had the following results against their charter accountability framework:

- **Academic Performance- Meets Expectations;**
- **Fiscal Performance- Exceeds Expectations- Met 4 of 5 goals for two consecutive years;**
- **Organization and Operation Performance- Exceeds Expectations- Met all goals for two consecutive years; and**
- **Legal Compliance- Meets Expectations**

The ACCEL Schools' senior leadership team, and Online School Operations, Finance, Marketing, Systems, State Reporting, and School Development teams have over one hundred years of collective experience supporting Ohio Internet or Computer-Based Community Schools. We have included their bios on the following pages highlighting their work in Ohio. As an entire team, Ohio will not find a more experienced group of individuals to launch, operate, and support an Internet or Computer-Based School.

ACCEL Team Member Biographies

Executive Leadership

RON PACKARD - Founder/Chief Executive Officer

Ron Packard is the CEO and Founder of ACCEL Schools. Packard is a well-known educator, entrepreneur and visionary as well as the author of the highly regarded and reviewed book Education Transformation. (We have included copies of this book as part of our RFP response.) Packard was previously the long time CEO and Founder of K12 Inc. He oversaw the growth of K12 from just an idea to one of the largest education companies in the world. Before K12, Packard was the Vice President of Knowledge Universe and CEO of Knowledge Schools, one of the nation's largest early childhood education companies. He was also instrumental in the successful investments in Learn Now, Children's School USA, Leapfrog, TEC, and Children's Discovery Center. Packard also worked for McKinsey & Company and for Goldman Sachs in mergers and acquisitions. Packard has received the Education Industry Association's James P. Boyle Entrepreneurial Leadership Award, as well as the Ernst & Young Entrepreneur of the Year Award in the IT Services & Solutions category in Greater Washington. The University of Chicago's Booth School of Business named him a Distinguished Alumni, and he also received an Outstanding Leadership Award from the United States Distance Learning Association. He sits on the Digital Learning Council. Packard previously served on the Department of Defense's Education Advisory Committee. Packard has been featured on nationwide radio and television shows and magazines, including Bloomberg TV, Forbes, and the Washington Post to name a few. He holds a B.A. from the University of California at Berkeley and an M.B.A. from the University of Chicago, both with honors.

MARIA SZALAY - Cofounder & Chief Operating Officer

Maria Szalay, Co-founder and Chief Operating Officer, brings over 20 years of strategy, operations and development capability to ACCEL Schools. Ms. Szalay joined K12 Inc. in 2000 and was instrumental in growing it from a startup to a public company. In this time, she served in a variety of roles including product management, product development, operations, strategy, and corporate development. Prior to joining K12 Inc., Ms. Szalay served as practice director at Operon Partners, an e-business consulting firm. At Operon Partners, Ms. Szalay led consulting teams assisting clients with turnkey eBusiness strategy, product management and business transformation consulting services. She worked directly in client organizations developing business plans to obtain funding, and also assisted with the implementation of online initiatives, with specialized expertise in integrating these solutions with their brick-and-mortar business. Prior to joining Operon Partners, she worked at Telecom New Zealand rolling out the company's Online Solutions business, where she was instrumental not only in developing the online strategy and implementation plan for Telecom Broadband, but also in executing to the implementation plan. Prior to that, Ms. Szalay worked for eight years as a management consultant at KPMG, assisting clients with systems implementations, product marketing and placement initiatives, including new product and service launches. Ms. Szalay started her career at Shearson Lehman. She holds a BS/BA from Virginia Polytechnic Institute and State University and an MBA from American University.

STEVE GOETZINGER- Senior Vice President, Finance & Controller

Steve Goetzinger, Senior Vice President, Finance & Controller, has a broad experience in all aspects of accounting and financial management. Steve manages the accounting and finance functions at ACCEL Schools providing accounting and finance support to the Company's public charter and virtual online businesses. He has vast experience in education, software technology, service and manufacturing industries.

Steve previously served for five years at K12, Inc. as VP of Finance/Controller where he managed the corporate accounting and the shared service accounting support for its virtual charter schools. At K12, he

implemented the accounting infrastructure to prepare for the company's IPO.

Steve's specialties are Financial and SEC reporting, GAAP accounting, IPO, mergers and acquisitions, financial analysis, technical research, accounting software implementation, risk management and equity administration. He holds a BA in accounting from James Madison University and is a licensed CPA.

BRANDON KRUEGER- Chief Marketing Officer

Brandon brings over 12 years of education industry marketing experience to ACCEL Schools. Previously, Brandon had been the Chief Marketing Officer at Delta Career Education Corporation for over 3 years and the Senior Vice President of Marketing at K12 Inc. for over 9 years. Prior to joining K12 Inc., he held various operational roles at America Online, American Express and Arthur Andersen LLP. Brandon began his career as a Certified Public Accountant.

Brandon holds a Master of Business Administration from the Darden School of Business at the University of Virginia, and a Bachelor of Science in Economics with Concentrations in Finance and Accounting from the Wharton School of Business at the University of Pennsylvania.

ERIC WALLER- Chief Technology Officer

Eric Waller is an experienced Chief Technology Officer and Chief Information Officer with extensive background in management, architecture, software engineering, information technology, and systems engineering developing commercial products, business applications, scientific applications, and data center operations. Eric drives product and technology vision delivering rich user experiences through scalable architectures for commercial enterprise and consumer products.

CHRISTOPHER RYAN- General Counsel & SVP, Corporate Development

Chris Ryan, General Counsel and Senior Vice President of Corporate Development, brings over 25 years of public, private and government legal experience to ACCEL Schools. Mr. Ryan previously served for 10 years as Senior Vice President and Deputy General Counsel of K12 Inc. where he managed critical legal initiatives and M&A transactions during the company's growth through IPO to \$900M in revenue. Prior to K12, Mr. Ryan served as General Counsel of Everest Software, Inc., a business management software company, as Deputy General Counsel at CareerBuilder, Inc., one of the largest online recruiting companies in the country, as Assistant General Counsel at Best Software, Inc., a leading accounting and human resources software company, and as a Branch Chief at the U.S. Securities and Exchange Commission. In 2008, he received the prestigious "In-House Counsel of the Year" award by the Association of Corporate Counsel – National Capital Region. Mr. Ryan earned a JD from American University, an MBA in Information Systems and Marketing from the Smith School of Business at the University of Maryland, College Park, and a BA in Political Science from Wake Forest University.

ALLISON CLEVELAND- EVP of Online Schools

Allison brings 18 years of experience in K-12 online education to ACCEL. Previously, Allison served as the EVP of School Management and Services at K12 Inc. (Stride), where she led the managed-schools division, overseeing the operations, academic, financials, and compliance for 75+ online schools (including Ohio Virtual Academy) with 110,000+ full-time students. Prior to K12, Allison worked at Andersen Consulting (now Accenture) and Bain & Company. Allison has a MA in Education and MBA from Stanford University, and a BS in Biomedical and Electrical Engineering from Duke University.

Virtual School Academics

1. **Shannon McElwain, Senior Director of Virtual School Operations-** Shannon has served the charter school community for over 16 years. She served as a Teacher, Primary Grades Student Services Coordinator, Elementary Assistant Principal, Middle School Principal, and eventually Upper School Principal (Grades 6-12) in a long-standing and successful brick and mortar charter school in Pennsylvania. Interested in expanding her experiences, Shannon joined K12 Inc. (Stride) and served as the Director of Academics for an online school with over 10,000 students and 800 staff members. In this role she supervised all grade band Principals and Directors of Special Education, as well as the RtI team, the Professional Development team, and the Principal of Guidance Counseling. She later led their national Instructional Coaching initiative serving teachers in over 40 online schools across the United States, including in the state of Ohio (Ohio Virtual Academy). In her current role with ACCEL Schools, Shannon serves as Senior Director of Online School Operations supporting multiple online schools including OHDELA (Alternative Education Academy) with policy creation, process/workflow design, academic oversight, operational oversight, and school launch support.
2. **Nichole Husa, Director of Online Learning Curriculum-** Nichole is an administrator with 19 years of experience in education. Prior to serving ACCEL Schools as the Director of Online Learning Curriculum, she managed Personalized Learning, technology and curriculum for a network of 5 charter schools in Detroit. She has experience with school turnarounds, specializing in developing teachers and leaders, designing tailored workshops, and developing tools that help teachers implement a differentiated and blended model into their classrooms. Nichole has grown teachers and guided their movement through a development continuum and engaged all stakeholders in the school improvement process. In addition to Nichole's work with human capital, she has maintained technology systems and iterated educational design models. At ACCEL, Nichole supports the design and implementation of all curricular tools, including online courses and supplemental digital resources. This includes supporting OHDELA with curricular and assessment tools.
3. **Stephanie Dunbar, Director of Online Learning Platforms-** Stephanie has served in a wide spectrum of leadership roles in online and blended learning for over the last 15 years. She has experience in the roles of lead teacher, online program developer, program manager, and VP for county online schools, state Department of Education online programs, and EMO led virtual charter schools. In her current role, Stephanie supports the ACCEL partner schools including OHDELA with instructional strategies using the various technology resources available. Stephanie holds a bachelor's degree from Bard College and a Master of Arts in Teaching from Emory University.
4. **Careen Lamago- Director of Special Education, Virtual Schools-** Careen has been working in the field of special education for 19 years in various roles including as a learning support teacher in brick/mortar and online schools. She served as the Director of Special Education for a large cyber charter in Pennsylvania for several years. She joined K12 Inc. and served as the Northern Region Special Programs Manager, supporting special education programming at various virtual schools in Iowa, Michigan, Ohio, Illinois and Indiana. Her responsibilities included oversight of all special education staff, programming, and compliance. In her current role, Careen supports school level administrators, including OHDELA's Special Education Manager and team, in developing special education processes and procedures to ensure appropriate programming and compliance.

5. **Teren Jackson- Sr. Director of CTE & Student Development, Virtual Schools-** Teren has worked in the field of children services and student support programming for 17 years in various roles. She served as an Engagement Administrator managing integrated supports for students at a large cyber charter school in Georgia. She later took on the role of Program Director at an education management organization where she led the creative design and implementation of national student support services for 50+ online schools across the nation, including in Ohio. Teren has also worked in the Career Readiness Education field for online schools overseeing the growth and performance for a network of online career academies across the U.S., including supporting Ohio Virtual Academy with their career readiness program. In that role, she led the local business and college partnership development strategy implementing work-based learning across all programs. Teren is a certified National Dropout Specialist and has provided advocacy, training, and therapeutic support services to at-risk children and families in various school settings. In her current role, Teren leads the planning, development, and implementation of a comprehensive CTE program for students in ACCEL schools, including in Ohio.

6. **Matt Arkin- SVP Innovative Schools-** Matt brings 16 years of experience in K-12 education and youth development to Accel Schools. Previously Matt was National Vice President, Youth Development Operations at Boys & Girls Clubs of America, where he oversaw BGCA's Virtual Club Experience, Digital Youth Engagement, Product Management, Grant Management, Evaluations and Insights, and Workforce Readiness functions supporting 4,700+ Clubs serving 4MM+ youth across the country. He also served as Vice President of Student and School Success at K12, where he led organization-wide efforts to increase student engagement and decrease student mobility across K12's more than 70 public schools and 110K students, including Ohio Virtual Academy. Prior to that, Matt was the founding Head of School for Georgia Cyber Academy, Georgia's first online charter school, which he grew to serve ~15K students with a team of over 600 teachers and staff. Matt has a MA in Education and MBA from Stanford University, and a BS in Computer Science from Georgia Tech.

Finance

1. **Michael Smith, Vice President of Financial Planning and Analysis-**Michael brings 20 years of experience in corporate finance working in both the private and not for profit sectors and spent 8 of those years in education. Michael has a strong knowledge of Software-as-a-Service and Platform business models and leads the Finance team with focus on budget preparation, financial planning, school analytics, decision support, financial reporting, project management, accounting operations and developing strong relationships with school leadership and Board of Directors. He holds a B.S., Finance with a Global Business Concentration from the Pamplin College of Business at Virginia Polytechnic Institute and State University.

2. **Stephen Narcisse, Director of Virtual School Finance-**Stephen has almost 25 years of experience in Finance across a variety of industries, including 6 years in virtual education. Stephen leads the Virtual School Finance team, including supporting Accel's Ohio partner school OHDELA, with a focus on budget preparation, financial planning, school analytics, decision support, financial reporting, and supporting new virtual school opportunities. He holds a BBA, Finance from James Madison University, and an MBA from the Kogod School of Business at American University.

Grants, State Reporting, and Compliance

1. **Shannon Slutman, Ph.D., VP of Grants, Development and Compliance-** Dr. Slutman has 20 plus years of experience in education as a school counselor and has 16 years working with charter schools. She has supported new schools in the application and management of state and federal grants. In addition, she has worked closely with the ACCEL leadership to develop new charter schools and support their launch. In her current role, Shannon's team is responsible for maintaining school compliance and student reporting, including supporting OHDELA with their state reporting. Dr. Slutman has a M. Ed. in School Counseling and a Ph.D. in Individual and Family Studies from University of Delaware.

Data Sciences and SIS Data Support

1. **Lauren Monowar-Jones, Ph.D., Director of School Academic Data Analysis (Consultant)-** Lauren Monowar-Jones brings 13 years of experience with Ohio Government and Education and 20 years of experience with Data Analysis. Dr. Monowar-Jones joined ACCEL Schools in 2019 and has been performing data analysis of testing results for partner schools. Prior to coming to ACCEL Schools, Dr. Monowar-Jones was the Executive Director of the Joint Education Oversight Committee for the Ohio General Assembly. For three years she worked with legislators researching education policy issues and providing informational briefs to lawmakers. For ten years prior to that, Dr. Monowar-Jones worked at the Ohio Department of Education where she led a Race to the Top program on Performance Assessment, managed the state science tests and assisted in developing Ohio's Science standards and Model Curriculum. Dr. Monowar-Jones has served as a Visiting Professor of Physics and Astronomy at Wabash College, Gettysburg College, the University of Arizona and Denison University. She has taught Physics and Astronomy courses as an adjunct with Columbus State Community College. Dr. Monowar-Jones holds a BA from Vassar College in Astronomy and Physics, an MS from Moscow State University in Physics, an MS from the University of Alabama in Physics, and an MS and PhD from the University of Florida in Astronomy.
2. **Gina Ciprotti- SIS Administrator-** Gina Ciprotti has served as a Student Information System Administrator in K-12 education for the last 16 years. The majority of those years were spent in charter schools, including a focus with online schools including Ohio. She has managed multiple Student Information Systems, with PowerSchool being the most extensive. Gina holds multiple certifications for PowerSchool Implementation and Training and is well-versed in state reporting requirements. She also manages the LMS (Learning Management Systems) programs and third-party vendor online curriculum/testing programs.

Virtual School Marketing

1. **Susie Siever, Director of Virtual School Marketing-** Susie has worked in the field of virtual education for 17 years. With a strong focus on student, family and Board support, Susie has served in both national and school-based roles to increase engagement, retention and promote academic success. Joining K12 Inc. in 2003, Susie filled roles such as Community Relations Manager, Director of Family Support, Head of School, Senior Director of School Services and Senior Director of Board Relations. During this time, Susie worked closely with staff, leadership, and school boards of virtual schools within the K12 network, including Ohio Virtual Academy. In her current role, Susie is responsible for the develop and execution of multi-channel marketing and retention plans for Accel Online Schools including Ohio partner schools.

Human Resources

1. **Emily Schmidt, Vice President of Operations-** Emily has spent the last five years managing human resources for ACCEL School's K-12 brick & mortar, online (including OHDELA), and Pansophic Learning's early education populations. In this role, Emily oversees employee relations, recruiting, and compensation & benefits. Previously she managed international training programs for recent college graduates and trade workers as well and built in-house professional development programs for a Fortune 500 Company. Emily has over 20 years' experience in business operations, program and project management, and post-merger integration. She has worked in multiple industries including professional services, manufacturing, federal contracting, and not-for-profit. Emily is multi-lingual and has spent extensive time living overseas. Emily holds a Bachelor of Arts degree in French Studies from the University of Pennsylvania and an MBA from Hochschule Esslingen-University of Applied Sciences.

Virtual School Development:

1. **Traci Esposito, Proposal Writer and Strategist-** Traci has a bachelor's degree in Elementary Education and earned her master's degree in Education with a focus on Curriculum, Instruction and Assessment in a hybrid virtual model. Traci spent 10 years in private and charter schools as a Lead Teacher, Mentor Teacher, Writing Program Coordinator, Service Program Coordinator and Academic Advisor, focusing additional time on piloting school-wide data-driven models, and training schools in the areas of center-based education and the integration of technology and music in the classroom. She also spent several years working at the State Board for Charter Schools as an Education Program Manager with oversight over academic and operational compliance as well as charter renewal contracts and the new charter application process. In the most recent 8 years, Traci created a consulting business working with clients to refine their online content by offering services of editing, copy writing, grant writing, and educational research. In her work with one international corporation, she recently co-authored an SEL curriculum for teachers and parents to use at home, in school, or virtually during the pandemic. She has also worked with dozens of parents to provide academic consulting services as they navigate school choice. In her current role she looks forward to streamlining systems and looking for opportunities to introduce strategic efficiency to support the efforts of her team.
2. **Susan Stagner, SVP of Virtual School Development-** Susan brings a diverse background in education, business, and technology to her current role for ACCEL Schools. In her first education leadership role, Susan served as the Executive Director for the Toledo Technology Academy High School, a high-performing, magnet STEM school within the Toledo Public Schools. In online education, Susan served as a founding Head of School for the Ohio Virtual Academy and led that online school for five years. Later serving as the VP of Schools for K12 Inc. (Stride Learning), Susan supported public virtual and blended schools in eight different states, including Ohio, overseeing their academic, operational, and financial performance. Susan then joined Connections Academy (now Pearson Online & Blended Learning) serving as the VP of State Relations opening new virtual and blended schools in Michigan, Ohio (Great River Connections Academy), Indiana, Colorado, and Iowa. Susan's business experience includes various positions in engineering, program management, consulting, and organizational strategy. She is a graduate of the Ohio Superintendent Leadership Institute, served on Governor Kasich's Digital Learning Task Force, and currently serves on [Ohio's RemotEDx Coordinating Council](#). She holds a Bachelor of Science degree in Electrical Engineering from the University of Detroit and an MBA from the University of Michigan-Dearborn.

Attachment 4- Adherence to Operating Standards

Accel Online Ohio understands the Operating Standards for internet or computer-based schools, as outlined by Ohio Revised Code 3314. Below are some of the key provisions, yet this is not an exhaustive list. Others are listed in the education plan or inclusive to the current Ohio sponsor's oversight procedures.

- Pathfinder Career Academy of Ohio (PCA) will hire all Ohio licensed teachers
- All students must participate in state testing for the grades offered each year.
- All students will receive a computer device unless the parent opts out.
- PCA will ensure that all students have broadband access so they can fully participate in the program.
- The school will hold face-to-face events with teachers and students.
- There are very specific attendance tracking requirements, for both online and offline instructional activities, and these are further discussed in the Attachment- Compliance Internet or Computer Based Schools.

With our experience operating OHDELA in Ohio, these are known procedures. We have attached a segment of the Ohio Council of Community Schools 2019-2020 Annual Report summarizing OHDELA's compliance with the sponsor's academic, financial, and operating accountability standards. This includes compliance with the iNACOL Standards for Quality Online Programs (now known as the [National Standards for Quality Online Programs](#)). We have included our evaluation of our affiliate school, OHDELA, against these standards.

Finally, we have also included ACCEL Schools' corporate accreditation certificate with Cognia, which is effective through June 30, 2024.



2019-2020 SPONSOR ANNUAL REPORT

EXECUTIVE SUMMARY

The Ohio Council of Community Schools (OCCS) is a statewide community school sponsor with a mission of being a student-centered organization, advocating excellence in education through strategic partnerships. During the 2019-2020 school year, OCCS sponsored 47 schools with a combined enrollment of over 30,000 students. With over 20 years of experience to draw upon, OCCS understands the importance of its role as a sponsor in monitoring academic, financial, organization and operational performance, and legal compliance, while promoting quality, transparency, and accountability among all schools.

OCCS uses various methods to evaluate the school's performance including published tests and other academic scores such as the Ohio Department of Education (ODE) Local Report Card (LRC) and supporting data. OCCS regional representatives visit our partner schools regularly ensuring compliance with federal, state, and contractual requirements.

The OCCS Sponsor Annual Report evaluates and summarizes 2019-2020 performance and compliance of sponsored schools in four categories: Academic Performance, Financial Performance, Organization and Operational Performance, and Legal Compliance. The results of this monitoring for the 2019-2020 school year are published in the 2019-2020 OCCS Annual Report herein, also available after November 30 at www.ohioschools.org. The Annual Report fulfills the statutory reporting requirements of Ohio Law.

PERFORMANCE RATINGS

OCCS provides rigorous oversight, monitoring, and technical assistance to our sponsored schools. Our processes and protocols align to the standards set forth in the Ohio Community School Sponsor Evaluation. In the 2019-2020 school year, OCCS received ratings of Exceeds Expectations for both Compliance and Quality Practices categories.

Each contract executed by OCCS contains a Performance and Accountability Plan which sets out the performance standards and/or performance requirements to be measured annually in the four categories. Using the Performance and Accountability Plan as a guide for measures and goals, OCCS collects information monthly to determine how each school is performing in the four categories. OCCS Regional Representatives and other staff gather necessary data through a variety of activities and reports, including:

- Monthly on-site visits to schools, including two comprehensive site visits, and thorough tri-annual walk-throughs;

- Attendance at community school governing authority meetings, where Regional Reps report on compliance status and the findings during the school visits;
- Monthly financial reviews;
- Ongoing reviews of assessment data highlighting student achievement and growth;
- Ongoing reviews of state and federal law compliance, including special education, academics, operations, and finance;
- Ongoing technical assistance delivered by trained and experienced staff;
- Reviews of compliance documents electronically submitted to the OCCS compliance tracking database; and,
- Reviews of monthly reports from school leaders which detail student enrollment and withdrawals, number of students receiving special education services, suspensions, expulsions, staff changes, school events, and other data points.

OCCS uses the criteria described below to determine whether a school *Exceeds*, *Meets*, or *Did Not Meet* the expected performance level in each of the four required areas.

ACADEMIC PERFORMANCE

OCCS rated each school's academic performance using information based on the following:

1. Objective and overall academic scores/ratings;
2. Comparison data; and/or,
3. Determinations of presence on state-mandated closure watch list due to academic underperformance.

Exceeds: The school receives this rating if the school's scores do not place it on the closure watch list and it meets the requirements in goal one for two consecutive years or receives a B or better in a given year.

Meets: The school receives this rating if the school's scores do not place it on the closure watch list and it meets the requirements in goal one or two for the current year.

Did Not Meet: The school receives this rating if the school's scores place it on the closure watch list or if it fails to meet the requirements in goals one and two for the current year.

FINANCIAL PERFORMANCE

OCCS rated each school's financial performance using information from the following indicator areas:

1. Total margin (operating within available revenue resources);
2. Assets to liabilities;
3. Unplanned decrease in enrollment;

4. Five-year forecast review; and,
5. Audit results.

Exceeds: The school receives this rating if it meets the requirements for four out of five of the financial performance indicators for two consecutive years.

Meets: The school receives this rating if it meets the requirements for a majority of the financial performance indicators.

Did Not Meet: The school receives this rating if it fails to meet the requirements for a majority of the financial performance indicators.

ORGANIZATION AND OPERATION PERFORMANCE

OCCS rated the school's organization and operational performance based on combined information showing how successfully the governing authority executed its governance duties in the following indicator areas:

1. Conducted the required number of meetings;
2. Maintained the required number of members;
3. Fulfilled member training requirements;
4. Filed conflict of interest statements for all members annually; and,
5. Successfully completed the school mission-specific goal or the governing authority goal.

Exceeds: The school receives this rating if it meets the requirements in all five of the indicator areas for two consecutive years.

Meets: The school receives this rating if it meets the requirements in four of the five indicator areas.

Did Not Meet: The school receives this rating if it fails to meet the requirements in four of the five indicator areas.

LEGAL COMPLIANCE

OCCS rated the school's legal compliance based on how well the governing authority and school adhered to state and federal statutes and the community school contract using the following indicators:

1. A substantiated compliance rate of at least 96% as outlined by the Ohio Department of Education on the Community School Sponsor Evaluation;
2. A compliance rate of 96% for all applicable laws and rules as outlined by the Ohio Department of Education and OCCS.
3. Submission of the school's Annual Report by October 31;

4. Receiving a rating of “Needs Assistance” or better on Ohio’s Local Education Agency Special Education Performance Determination; and,
5. School safety plan and blueprint is appropriately submitted and filed with the Ohio Attorney General.

Meets: The school receives this rating if it meets the compliance rate for indicators one and two AND met the requirements of two of the last three indicators.

Did Not Meet: The school receives this rating if it fails to meet the compliance rate for indicators one OR two or fails to meet the requirements of two of the last three indicators.

SUMMARY

During the 2019-2020 school year, OCCS sponsored 47 community schools. OCCS is pleased to report that:

- 47 schools received a rating of *Meets* or better in four areas;
- 47 schools received a rating of *Meets* or better in three or more areas; and,
- 43 schools received a rating of *Exceeds* in at least one area.

2019-2020 Sponsor Annual Report

School and IRN	Grade Levels	Academic Performance	Fiscal Performance	Organization and Operation	Legal Compliance
Akron Preparatory School 013254	K-8	Meets	Meets	Exceeds (Met all goals for two consecutive years)	Meets
Alternative Education Academy 143396	K-12	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Exceeds (Met all goals for two consecutive years)	Meets
Arts and College Preparatory Academy 143610	7-12	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Exceeds (Met all goals for two consecutive years)	Meets
Canton College Preparatory School 013255	K-8	Meets	Meets	Exceeds (Met all goals for two consecutive years)	Meets
Canton Harbor High School 000525	9-12	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Exceeds (Met all goals for two consecutive years)	Meets
Cascade Career Prep High School 008063	9-12	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Meets	Meets
Central Academy of Ohio 009164	K-7	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Exceeds (Met all goals for two consecutive years)	Meets
Clay Avenue Community School 009181	K-8	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Meets	Meets
Cleveland Arts and Social Sciences Academy 007995	K-8	Meets	Meets	Exceeds (Met all goals for two consecutive years)	Meets
Cleveland College Preparatory School 012010	K-8	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Meets	Meets

ACCEL Schools Self-Evaluation of Affiliate Ohio Online School

Standards and Indicators from the National Standards for Quality Online Programs (Formerly iNACOL Standards updated)

Link to Standards: <https://www.nsqol.org/>

Directions: For each Standard (A-N) put a numerical number (1-5) for each subset, in the box to the right of the subset, to indicate:

- 5 Exemplary: a model of best practice as related to this criterion
- 4 Accomplished: excellent implementation; comparable to other examples
- 3 Promising: good implementation; however, somewhat lacking in depth or detail
- 2 Incomplete: partial implementation of this criterion; additional work needed; good start
- 1 Confusing; not obvious; more work needed; not a good example
- N/A Not Applicable

STANDARD A: MISSION STATEMENT

A mission statement of a quality program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communication between— and buy-in from—stakeholders is a critical component of a mission statement.

A1 The mission statement gives the purpose of the program or organization, is clear and concise in articulating who the program or organization is, what it does, and whom it serves.	4
A2 The mission statement indicates that learning is the focus of the program or organization.	4
A3 The mission statement demonstrates a commitment to measurable quality and accountability to stakeholders.	4
A4 The mission statement is made available to the public.	5

A5 The mission statement is reviewed periodically by program leadership	4
Provide comments/evidence to support the ratings: OHDLE's mission is to offer students a rigorous education experience that blends innovative instruction delivered by highly qualified teachers and standards aligned curriculum delivered in an online setting enhanced by real world experiences and project based learning opportunities. The school board and staff updated this mission statement after ACCEL became the chosen operator of the school to reflect the school's new direction and focus. This is reflected on the school website and in the school's handbook.	

STANDARD B: GOVERNANCE

A quality program will have a clear governance structure with transparent roles and responsibilities designed to ensure long-term success and sustainability.

B1 Governance members are knowledgeable about K-12 online learning.	5
B2 Governance members ensure the program or organization is adequately resourced through securing and/or approving resource allocations in a manner that aligns with the mission, vision, and strategic goals of the program or organization.	5
B3 Programmatic or organizational bylaws clearly define the unique roles of the governance and leadership teams. Each of these groups works within the established guidelines.	5
B4 Governance members collaborate with the leadership team who implements the policies and procedures that are in compliance with state educational statutes and/or regional accrediting agencies.	5
B5 The program bylaws articulate the organization to which it belongs, the roles and responsibilities of its board and leadership, and comply with all state and federal regulations	5
Provide comments/evidence to support the ratings: OHDELA's governing board has had steady leadership and membership over the course of its existence, has competent and experienced independent counsel, as well as a competent and experienced fiscal agent. The school's bylaws and the Accel management agreement are clear in defining roles between both groups. The board and school leadership worked together to receive Cognia accreditation and ensure the school is compliant with state and federal law. The school is fully compliant with their sponsor's academic, financial, and operational standards.	

STANDARD C: LEADERSHIP

The leadership of a quality online program is accountable to the program's governance body and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements.

C1 The leadership team establishes annual program or organizational goals, implements action plans designed to meet or exceed goals, and monitors and communicates progress on goals to stakeholders.	4
C2 The leadership team maintains a disciplined knowledge of trends in its educational and business environment in order to inform budget projections.	5
C3 The leadership team provides a productive collaborative environment for learning and work.	4
C4 The leadership team verifies that measures are in place to ensure the quality, integrity, and validity of information.	4
C5 The leadership team develops and implements program or organizational policies and procedures that are reviewed and updated regularly.	4
Provide comments/evidence to support the ratings: Accel's affiliate school is still in turnaround mode, but a new and very experienced online school leader was hired for the 2020-2021 school year and he is aggressively moving the school forward. He is a national award winner in online school leadership from the US Distance Learning Association, earning that distinction in a previous role at a currently operating Ohio internet based school.	

STANDARD D: PLANNING

A quality program engages in regular strategic planning in order to reflect upon and improve organizational effectiveness.

D1 A strategic plan is developed and updated regularly to address long-term actions.	4
D2 The strategic plan addresses the requirements for resources that effectively and efficiently serve their learners and faculty, including curriculum, technology, academic support, professional development, and fiscal viability.	4

D3 Organizational goals are aligned to the approved strategic plan and updated annually.	4
D4 Organizational goals are shared and supported throughout the organization.	4
Provide comments/evidence to support the ratings: OHDELA's improvement planning process for the upcoming school year begins with analyzing needs, reviewing data, reviewing the success of the previous year's goals, and identifying any specific areas of concern. The school uses the Ohio Improvement Process as a framework for its annual school improvement process and uses the Cognia accreditation process for longer term external evaluation. The school's budgeting process, both the annual and 5 year budgets, are collaborative between the school leadership team, fiscal agent, Accel support leaders, and the school board with the goal to ensure the school has the appropriate resources to be successful.	

STANDARD E: ORGANIZATIONAL STAFF

A quality online program has appropriate levels of qualified, well-trained, and supported staff who have the resources needed to achieve personal and organizational goals.

E1 Sufficient qualified professional, administrative, and support staff are provided to achieve the organization's mission and annual goals.	4
E2 Sufficient organizational staff are provided to oversee the instructional learning environment.	4
E3 Ongoing training and support are provided to the staff to carry out the mission, vision, and goals of the program.	4
E4 Clearly defined individual and team roles and responsibilities are evident to help create a collegial team that provides effective delivery of quality education.	4
E5 Evaluations of staff and faculty occur on a regularly scheduled basis.	5
Provide comments/evidence to support the ratings: OHDELA is staffed with licensed, talented educators to support the mission. They are provided with up front and ongoing professional development so that they can be successful in serving students and families. All team members will be evaluated annually to support their development and school accountability. OHDELA uses the Ohio Teacher and Principal Evaluation Systems (eTPES) for this purpose.	

STANDARD F: FINANCIAL AND MATERIAL RESOURCES

A quality online program plans for and expends financial and material resources using sound business practices to accomplish the organization's mission and vision.

F1 Resources are managed in a responsible manner according to local, state, and/or federal budget regulations and accounting principles.	5
F2 Resources are adequate and allocated to help ensure sustainability over time, according to the organization's strategic plan, mission, and vision.	5
Provide comments/evidence to support the ratings: OHDELA, as part of the ACCEL partner school network, believes that the school should be accountable for its results and self-sufficient. The school's fiscal agent and the supporting ACCEL finance team include highly competent finance professionals with experience in accounting and reporting requirements. We are committed to being compliant with all state and federal requirements.	

STANDARD G: EQUITY AND ACCESS

A quality online program's policies and practices support students' ability to access the program. Accommodations are available to meet a variety of student needs.

G1 Policies clearly state learner eligibility requirements for the program and are communicated to stakeholders.	5
G2 Program faculty and staff work with students and families to personalize programs and adhere to accommodations as dictated by local policies and laws.	5
G3 All learners are ensured equitable access to the program.	5
Provide comments/evidence to support the ratings: Eligibility requirements are clearly stated on the OHDELA school website, in the handbook, during information sessions, and given to families when they contact the school to enroll. OHDELA and ACCEL will adhere to all Federal and State law that require all public schools to provide students regardless of disability, race, ethnicity, gender, or native language, with an equal opportunity to participate in and benefit from the school's education program.	

STANDARD H: INTEGRITY AND ACCOUNTABILITY

In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes to all stakeholders.

H1 Accurate information is disclosed to prospective and current stakeholders.	4
H2 The program meets or exceeds industry standards related to course rigor and diploma-completion requirements.	4
Provide comments/evidence to support the ratings: OHDELA provides a balanced, challenging K-12 school program focused on students pursuing paths that lead to success, whether via college or an immediate career choice. Students personalized learning plans will be monitored along the way by the student, parents, teachers, and their school counselor. OHDELA provides a comprehensive program aligned to Ohio's Learning Standards allowing for differentiation based on student needs and college/career goals. OHDELA provides a board-approved annual report that will be distributed to parents and other key stakeholders.	

STANDARD I: CURRICULUM AND COURSE DESIGN

A quality online program will adopt and implement instructional design methods that enable effective online instruction for both institutionally developed courses as well as licensed content from other sources.

I1 The program has clearly stated educational goals.	4
I2 The program clearly organizes course offerings in a way that stakeholders can easily navigate.	4
I3 Courses included in the program integrate quality instructional materials to enable and enrich student learning.	5

I4 Courses offered through the program utilize regularly evaluated technology that supports the learning goals and enhances the learning experience.	4
I5 Courses included in the program contain content that aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities.	5
I6 Courses included in the program provide opportunities for interaction that support active learning.	4
I7 Courses included in the program provide a variety of activities that include options for in-depth learning through authentic problem-solving and experience.	4
I8 Courses offered through the program meet content copyright law and fair use guidelines.	5
I9 Courses offered through the program are designed using research-based design principles, such as Universal Design for Learning (UDL), that improve access to learning for all participants.	4
I10 Courses offered through the program include opportunities for both asynchronous and synchronous learning.	5
Provide comments/evidence to support the ratings: Detailed information on the Accel curriculum and instructional program is provided in the Education Plan within the application. More details on the course functionality can be shared in a virtual walk through.	

STANDARD J: INSTRUCTION

A quality online program takes a comprehensive and integrated approach to ensuring excellent teaching for its students.

J1 The program adopts clear expectations for curriculum design and teaching practices that align with its stated vision, mission, principles, or values.	4
J2 Instruction is guided by evidence-based practices.	4

J3 Teachers incorporate a process of continual self-assessment, using learning analytics to inform changes in pedagogy and instructional practices.	5
J4 Instruction is inherently inclusive for all learners.	4
J5 The program implements strategies to ensure the academic integrity of course assignments and assessments in order to increase student accountability.	4
Provide comments/evidence to support the ratings: Accel's instructional model is founded on the principles of anytime, anyplace learning. However, we balance student/family flexibility with a structured daily schedule to ensure students are mastering standards and concepts.	

STANDARD K: ASSESSMENT AND LEARNER PERFORMANCE

A quality online learning program values positive learner outcomes and takes a comprehensive, integrated approach to measuring and monitoring progress toward defined learning objectives.

K1 The program uses multiple methods to assess the degree to which stated learning goals are met.	5
K2 Formative assessments are included that provide data for targeted remediation or intervention when needed.	5
K3 Assessments are aligned to learning objectives.	5
K4 The program provides standards for timely, effective feedback as an integral role of assessment.	5
Provide comments/evidence to support the ratings: Accel leverages several types of assessments to constantly progress monitor students against local and national benchmarks. Our standards-based short cycle assessment approach allows us to pinpoint specific objectives for small group intervention and extension to ensure mastery. This balanced assessment approach is a best practice for all public schools.	

STANDARD L: FACULTY AND STAFF SUPPORT

A quality online program supports faculty and staff by providing mentoring, technical assistance, and timely professional development.

L1 The program provides and encourages participation in induction and mentoring programs.	4
L2 Teachers are provided regular feedback regarding their performance and student achievement/progress.	4
L3 The program provides a wide variety of professional development opportunities to faculty and staff, which are aligned to the National Standards for Quality Online Teaching.	4
L4 The program provides professional development opportunities to guidance staff focused on student needs unique to online learning and the network of services available to support online learning.	4
L5 The program provides teachers and staff with timely and effective technical support.	4
<p>Provide comments/evidence to support the ratings:</p> <p>OHDELA supports and guides teachers in numerous ways including providing an annually updated online teacher orientation course, training and mentoring opportunities, and teacher leadership opportunities. Accel uses the National Standards for Quality Online Teaching to guide its professional development support services for the school.</p> <p>The school has a Local Professional Development Committee and uses the Resident Educator Program to support professional development and new teacher mentoring.</p> <p>Accel uses the Ohio Standards for School Counselors to support professional development for guidance staff and the state evaluation system aligned to these standards. Accel's Director of Student Programs guides the professional development along with the school's Manager of School Counseling.</p> <p>Accel provides a student dashboard for each course in which teachers can see student mastery of Ohio Learning Standards, based on short cycle assessment results.</p> <p>Accel provides technical support to staff and students that includes self-help FAQ, phone help and instant chat box support. The goal is to get the staff member back on track as soon as possible including overnighting a new laptop, if necessary.</p>	

STANDARD M: LEARNER AND PARENT/GUARDIAN SUPPORT

A quality online program provides learner and parent/guardian support services to address the various needs of learners at different levels within the organization. The levels of support are appropriate and adequate for learner success.

M1 Learners are provided with an orientation to online learning technologies and successful online learning practices.	4
M2 The program provides academic services and academic advising to address learners' academic and developmental needs.	5
M3 The program provides accessibility support services that comply with special education policies and procedures.	4
M4 The program provides access to the learning management system(s), as well as all appropriate learning and assessment content.	5
M5 The program establishes standards for teacher communications with learners and parents/guardians.	4
M6 The program establishes standards for timely, effective technical support for learners.	4
M7 The program has guidance services and academic advising to support learners and parents/guardians to ensure the success of the online program from the decision-making process through the renewal process or graduation for all educational goals to be met.	4
Provide comments/evidence to support the ratings: All students will be provided an annual student orientation that is customized to their grade level that guides them through their roles as online students using the AMP system. All students will be provided a homeroom or advisory teacher who remains in regular contact with the student to guide his/her learning and developmental needs. Counselors are available to students and their parents/guardians to address developmental, life-skill and planning, and child welfare issues. All students and parents have access to technical support.	

STANDARD N: PROGRAM EVALUATION

A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results.

N1 Ongoing internal evaluations are conducted to regularly collect and analyze data based on national, state, and/or program metrics.	4
N2 Ongoing internal evaluations are conducted using valid and reliable measures to evaluate learner success and to drive instructional and management decision-making.	4
N3 Ongoing internal evaluations are conducted to determine program success and plan for continuous improvement by measuring learner achievement and satisfaction based on valid and reliable assessment techniques.	4
N4 Regular internal evaluation of state or national standardized test results designed to measure achievement of all learners are conducted to inform the program's impact on student outcomes.	4
N5 Faculty are evaluated on an ongoing basis to assure instructional quality, using clear, consistent policies, measures, and procedures.	4
N6 A process for reviewing and evaluating courses is implemented to ensure quality, consistency with the curriculum, currency, and advancement of student learning outcomes.	5
N7 Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of internal evaluation processes and results.	4
N8 Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of progress towards the program's goals, mission, and strategic plan.	4
N9 Findings from external evaluations conducted by highly qualified parties with a demonstrated ability to deliver objective and comprehensive evaluations supported by current research are used to develop and implement an improvement plan.	4
N10 Evaluation results are communicated to program stakeholders.	4
Provide comments/evidence to support the ratings:	

Accel is centered on a continuous improvement model and that includes its curriculum, instructional model, and overall services provided to its partner schools. We collect stakeholder feedback and incorporate that into our company continuous improvement plan. Accel Schools participates in COGNIA accreditation (certificate included), and the company currently holds corporate accreditation in good standing through June 30, 2024.

THIS IS TO CERTIFY THAT

Accel Schools

has met the criteria for educational quality
established by the Cognia Global Commission
and is hereby presented this

Certificate of Accreditation

by the North Central Association Commission on Accreditation and School
Improvement, the Northwest Accreditation Commission, and the Southern
Association of Colleges and Schools Council on Accreditation and
School Improvement.

Valid Through June 30, 2024



A handwritten signature in dark ink that reads "Mark A. Elgart".

Mark A. Elgart, Ed.D.
President and CEO, Cognia



Attachment 5: Termination Decisions – Pathfinder Career Academy of Ohio

To date, ACCEL Online Ohio has not had to terminate an agreement with an online school. The termination clauses for ACCEL, as outlined in Section 10 of the draft management agreement, are stated below.

10. Termination by the Manager. The Manager may, at its option, terminate this Agreement upon the occurrence of any of the following events:

(a) The School fails to make any payment of money due to the Manager within five (5) business days of written notice from Manager to School that such payment is overdue, excluding overdue payments resulting from a payment dispute or delay between the School and any funding entity, and such termination shall be effective at the end of the then-current school year;

(b) The Manager suffers operating deficits related to the operation of this School for the academic year, provided that any notice of termination delivered by the Manager to the School after the School opens for the school year shall not be effective until the end of that academic year;

(c) The School is in material default under any other condition, term or provisions of this Agreement (except late payment which is addressed above) or the Sponsorship Agreement, and the default remains uncured for thirty (30) days after the School receives written notice from the Manager or Sponsor, as applicable, of the default, and such termination shall be effective at the end of the then-current school year. However, if the default cannot be reasonably cured within thirty (30) days, and the School promptly undertakes or continues efforts to cure the material default within a reasonable time, the failure shall not be grounds for termination. Notwithstanding the foregoing, if the School's default creates an imminent danger to the health, welfare or safety of students, parents or others, the failure must be cured immediately upon notice from the Manager, and Manager may terminate the Agreement effective immediately if not so cured; or

(d) Any adverse and material change in local, State or federal funding for the School's students; provided that any notice of termination delivered to the School based upon an adverse and material change in funding shall be effective when the funding change goes into effect or such later date as designated by the Manager.

(e) Manager may terminate this Agreement effective immediately upon written notice to the School in the event that the School adopts or amends a policy, and the effect of such amendment or policy would reasonably be determined by Manager to materially increase the financial risk to Manager arising from its performance of its obligations hereunder, thus rendering Manager's performance economically unviable. In the event the School adopts such an adverse policy in the middle of the school year, Manager agrees to

use its best efforts to complete its obligations for the then-current school year without waiving any rights and remedies hereunder.

(f) Manager may terminate this Agreement effective immediately upon written notice to the School in the event the School undergoes adverse change that makes the School financially unviable.

Attachment 6: FTE Determination – Pathfinder Career Academy of Ohio

ACCEL Schools currently manages 45 brick and mortar and one online school that receives a full-time equivalency determination by the Ohio State Department of Education. Accel's Ohio partner school, Alternative Education Academy (OHDELA), is an FTE school.

In OHDELA's most recent FY21 ODE FTE review, the school submitted Total Learning Opportunity Records for all students. The June SFPR report stated 4,730.74 FTEs. After the FTE review, the school made adjustments which resulted in a difference for 27.18 FTE, or a 0.6% correction of total FTE. The adjustments were completed accurately and in a timely manner and no further action was required.

ACCEL has a comprehensive state reporting team that ensures accurate reporting of student attendance and engagement for all online students.

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT ("Agreement") entered into this [] day of [], 2022, (the "Effective Date") is between Accel Online Ohio LLC, a Delaware limited liability company (the "Manager"), and Pathfinder Career Academy of Ohio, an Ohio nonprofit corporation (the "School"). Manager and School separately may be referred to as a "Party" and together the "Parties".

WITNESSETH

WHEREAS, the School is organized as an Ohio nonprofit corporation under Chapter 1702 of the Ohio Revised Code (as such provisions may be amended from time to time) and the School has entered into a School Sponsorship Agreement (the "Sponsorship Agreement") with St. Aloysius Orphanage (the "Sponsor"), pursuant to which the School is authorized to operate a public community school under Chapter 3314 of the Ohio Revised Code;

WHEREAS, the Manager has developed an educational model to manage and operate community schools in Ohio (the "State"). The Manager provides the community schools it manages with a complete curriculum (together with any future improvements, alterations or refinements thereto, the "Model"), and provides management services, including educational, managerial, financial, technology and other consulting services as requested, and the Model to community or charter schools throughout the State and in other states;

WHEREAS, the School is aware of the increasing need for greater educational alternatives for children to receive a 21st century education that provides connection, purpose and mastery which in turn creates pathways, partnerships and opportunities in careers and/or college as the needs and the local business community evolves over time;

WHEREAS, the Manager strives to provide students with quality, career-focused, rigorous and relevant coursework, internships, project-based learning opportunities, and other life skills which are necessary to live a successful and rewarding life in an increasingly competitive global market;

WHEREAS, the School desires the Manager to provide the Model and the management, educational, financial, technology and other consulting services necessary to operate a community school in accordance with the Sponsorship Agreement; and

WHEREAS, the Manager desires to provide the services referenced above.

NOW, THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby, the Parties agree:

1. Term. This Agreement shall have a term of five (5) years, commencing on July 1, 2022, and expiring on June 30, 2027 (the "Initial Term"), unless terminated before the expiration date as provided for herein. Thereafter, this Agreement shall automatically renew for successive ten (10) year terms (each a "Renewal Term") unless one Party notifies the other Party not less than eighteen (18) months prior to the expiration of the then-current term of its intention not to renew this Agreement. The Initial Term and

any Renewal Term are collectively, the “Term”. Non-renewal of this Agreement may be for any reason or no reason.

2. The Sponsorship Agreement. The School shall be responsible for its own corporate governance and operation in accordance with applicable law and the Sponsorship Agreement. To assist the School in carrying out the terms of the Sponsorship Agreement, the School contracts with the Manager to provide the Model and certain functions, equipment, technology, supplies, facilities, services and labor necessary to operate the School. In providing services required by this Agreement, the Manager must observe and comply with all applicable federal, State and local law, and the School must qualify as a "public benefit corporation" as defined in Section 1702.01(P) of the Ohio Revised Code. The Manager shall be accountable to the School for the administration, operation and performance of the School in accordance with the Sponsorship Agreement and as set forth herein. The School shall select, with input from Manager upon request, a third party to serve as the designated fiscal officer and shall hire and pay same. The School shall not amend the Sponsorship Agreement during the Term in any manner that materially affects the responsibilities and obligations of the Manager and the School without the Manager's prior written approval. The foregoing notwithstanding, the School may amend the Sponsorship Agreement to reflect changes required by applicable law provided that if any such amendment results in additional cost to the Manager the Parties may renegotiate terms of this Agreement to account for such changes and if the Parties cannot reach mutually agreeable terms, the Manager shall have the right to terminate this Agreement.

3. Management Services. The School contracts with the Manager to provide the functions outlined below, to the extent permitted by law, related to operating the School:

(a) **Academic Progress Reporting.** The Manager shall report academic progress annually to the School, consistent with the provisions of the Sponsorship Agreement, and provide regular updates at School meetings if so requested by the School. The Manager shall timely comply with all requirements of local, State and federal laws relating to community schools, and all audits and requests by the Sponsor relating to the demonstration of these requirements must be successfully completed. The School shall give reasonable allowance under the circumstances for appropriate time for documentation, reporting, analysis, and rectification of any non-compliance and complaints.

(b) **Curriculum, Assessment and Career Development.**

The Manager shall provide the Model to the School, ensure that the Model is aligned with the Sponsorship Agreement and applicable law, and continuously monitor and assess the implementation of the Model at the School. The Model includes curriculum (including CTE curriculum), assessment tools, a learning management system, a student information system and a content management system in all subjects and grades Manager generally offers to its managed programs customers; and additional curriculum or educational programs Manager recommends to achieve the goals of the School.

(i) The Manager shall provide the Ohio Department of Education (“ODE”) with such reporting as is necessary to participate in its school accountability system. From time to time, the Manager shall redefine, modify and/or replace the Model and/or testing procedures as it deems necessary but with prior notification and consent of the School.

(ii) The Manager shall identify its gifted education and special education plans to the School consistent with the provisions of the Sponsorship Agreement and shall report to the School at regular meetings and seek the School's prior written approval of any material changes or modifications to the programs.

(iii) The Manager shall provide career development for students, fostering excitement and possibilities through career exploration – helping students connect skills, interests, and abilities to career opportunities. Courses will be aligned in career goals with opportunities in high-skill and in-demand fields. The Model provides regular opportunities for students to engage in individual career planning discussions and activities, building & using student social capital.

(iv) The Manager shall provide industry specific preparation and work-based learning to build on classroom instruction and cultivate employability skills that prepare students for success in post-secondary education and future careers. Students will have regular opportunities to engage in career awareness, career exploration, and career preparation through work-based learning and internships. Career and student technical organizations chapters will be established based on pathway alignment. Coursework and pathways will culminate in credentials and certifications of value in key Ohio industries.

(v) The Manager shall foster connections with industry, higher education, and community partners to generate integrated, seamless partnerships opening opportunities for students and the school community. The Model includes a school-based CTE advisory council featuring key industry partners assembled to give advice and support to school leadership and students. Partnerships with business and universities will support dual credit/concurrent enrollment and application of skills learned in pathways. Partnerships with community organizations will provide additional opportunities for students to build skills and contribute to the community.

(c) Professional Development for School Administrators and Teachers.

(i) The Manager shall establish and maintain, on a continuous basis, teacher development programs to define teacher qualifications and performance requirements as the Manager deems appropriate. The Manager shall implement a professional development program to improve the effectiveness of each teacher's ability to help students' learning, in general.

(ii) The Manager shall provide teacher training with respect to technology, curriculum, and program as is reasonably necessary to deliver the Model.

(iii) The Manager shall provide non-instructional personnel training with respect to technology, curriculum, and program as is reasonably necessary to deliver the Model.

(d) Administrative Facility and Facility Management.

(i) The Manager will provide a facility for the School located at [] or such other facility as shall be selected by the Manager and approved by the School in writing ("Administrative Facility"). During the Term, the Administrative Facility shall be used only for administrative purposes.

(ii) The Manager shall be responsible for providing such maintenance and custodial services for the Administrative Facility as it deems necessary or appropriate.

(iii) Upon the recommendation of the Manager and subject to prior written approval by the School, which approval shall not be unreasonably withheld, the Manager may increase or decrease the size of the Administrative Facility or move the Administrative Facility to another location by leasing or purchasing a suitable facility for the School.

(iv) In the event the Administrative Facility or any portion thereof is determined to be or becomes unsafe or otherwise unsuitable for the School's intended use to the extent that use thereof must cease immediately, the Manager may relocate some or all of the Administrative Facility needs to another suitable location on a temporary or permanent basis without first obtaining the School's approval under (iii) above. The Manager shall notify the School and the Sponsor immediately in the event of any such relocation and shall, in a timely fashion, provide the School and the Sponsor with reasonable proof that the alternate location is a suitable facility for the School's intended use.

(v) The Manager shall report to the School on any material changes to the Administrative Facility location.

(vi) The School will make available to the Manager, at no cost or fee, all space at the Administrative Facility necessary and reasonable to perform the services described in this Agreement that are not otherwise provided online or remotely from the Manager's usual place of business. Manager may provide other services elsewhere, unless prohibited by the Sponsorship Agreement, the Ohio Revised Code or applicable laws or regulations.

(e) Equipment, Technology, and Operational Support Services.

(i) The School shall make available to the Manager for continued use in the operation of the School all furniture, technology, technical infrastructure, hardware, software, equipment, and other personal property owned or acquired by the School for use by the School. The Manager shall purchase or lease any additional furniture, technology, equipment, or other personal property necessary for the operation of the School and provision of the Model.

(ii) The Manager is solely responsible for designing, selecting, coordinating the purchase of, implementing, and managing technology used by the School,

irrespective of the source of funding. Unless provided otherwise herein, all personal property shall be owned and purchased by and for the Manager's own account and not on behalf of the School. If the Manager purchases equipment on behalf of the School using funding specifically provided by the School, the equipment will be titled in the name of the School and owned by the School. However, in no event shall any of the Continuing Fee (as defined in Section 7 below) or any operational grant funds be used for the purchase of School-titled equipment. All other personal property shall be purchased and owned by the Manager. Equipment and other property of the School may be disposed of in accordance with generally applicable law and only after reporting of such scheduled disposal to the School.

(iii) The Manager shall purchase or lease all equipment used in operating the School, and shall maintain the equipment in proper working order. The Manager may sell, scrap or dispose of its personal property after determining in its sole discretion that the property is obsolete, unneeded, excessive, broken, or inoperable.

(iv) The Manager shall determine the suitability of technology for use in the School.

(v) The Manager shall monitor production services, i.e., the learning management and content management systems.

(vi) The Manager shall monitor and analyze data to fix production issues as they arise.

(vii) The Manager shall generate reports on student academic performance, attendance and progress.

(viii) The Manager shall develop, design, publish and maintain the School's website.

(ix) The Manager shall determine hardware configurations (including software and operating systems) for the School's technology needs.

(x) The Manager shall provide support for School administration in troubleshooting system errors.

(xi) The Manager shall train staff and teachers in the use of any technology used in operating the School, including procedures, forms, and systems.

(xii) The Manager shall provide other technology support services requested and mutually agreed upon by the School's board of directors (the "Board") and Manager.

(xiii) The Manager shall provide to the School, as requested, access to the Manager's supply sources (including supply sources of Manager's Affiliates) to obtain centralized purchasing discounts for the School where applicable. "Affiliate" means any entity that, directly or indirectly through one or more intermediaries, controls, is controlled

by, or is under common control with, the Manager whether through ownership of voting securities, by contract interest or otherwise.

(f) Management and Management Consulting. It is the responsibility of the Manager to perform as follows:

(i) Perform day-to-day management of the School in accordance with the Sponsorship Agreement.

(ii) Provide the Model, curriculum, and program development as described in this Agreement and the Sponsorship Agreement.

(iii) Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations of the School or as required by the Sponsorship Agreement.

(iv) Advise the School regarding special education and special needs students, programs, processes and reimbursements through the Manager's special education department.

(v) Provide student data information management services, testing and testing analysis required by law or otherwise deemed necessary or useful by the Manager and provide the same to the Sponsor to the extent required by the Sponsorship Agreement.

(vi) From time to time and as deemed necessary by the Manager, draft operations manuals, forms (including teacher contracts, applications, enrollment and similar forms), and management procedures.

(g) Student Recruitment and Admissions. The Manager shall recruit and enroll students subject to its recruitment and admission policies. Students shall be recruited and selected in accordance with the procedures in the Sponsorship Agreement and in compliance with all applicable federal, State and local laws. Recruitment via lead generation, lead qualification and lead conversion to application and enrollment will take place via a contact strategy by phone, email, and in-person events. Manager will implement the School's admission policy, including management of the application and enrollment process as well as orientation. Manager will maintain a call center function to facilitate recruitment and admissions.

(h) Rules and Procedures. The Manager shall adopt, implement, and enforce reasonable rules, regulations, and procedures applicable to the School. The School shall adopt and implement reasonable rules, regulations, and procedures for the School's internal governance. Neither Party may unilaterally adopt or impose any rule, regulation or procedure, and/or amend or supplement the Sponsorship Agreement or this Agreement without the prior written approval of the other Party, which approval may be withheld by the other Party in its sole discretion.

(i) Public Relations. Manager will coordinate and assist with any and all advertising, branding, media and public relations efforts, including parent and community outreach programs

and local community relationship building. All public relations will be subject to the mutual approval of both Parties, which approval may not be unreasonably withheld.

(j) Authority. The Manager shall have the authority and power necessary to undertake its responsibilities described in this Agreement.

(k) Subcontractors. The Manager reserves the right to subcontract services to be provided hereunder without the School's approval provided, however, that School's prior written approval shall be required in the event the aggregate annual cost of any individual service exceeds 50% of the Continuing Fee. The Manager shall be solely responsible for all costs, expenses and fees associated with all of Manager's subcontractors.

4. Purchases with School Funds. When Manager purchases furniture, computers, software, equipment, or other personal property for use in the operation of the School with state funds that were paid to Manager by the School as payment for services rendered, such property is property of the School and is not property of the Manager. When Manager purchases furniture, computers, software, equipment, or other personal property for use in the operation of the School with Manager's funds after determining Continuing Fees are insufficient to pay for such expenses, such property is property of the Manager and not property of the School. The Manager shall permanently mark or tag with a number any property owned by the School in accordance with School policy and keep an inventory of said property.

5. Insurance and School Responsibilities.

(a) The Manager's Responsibility. The Manager shall procure at its expense insurance required to be maintained by the School under the Sponsorship Agreement, except for directors and officers/school leaders insurance, including employment practices liability and errors and omission, in the amount of \$1 million for the benefit of the Board, which shall be procured and maintained by the Board at its expense. The types and limits of the School's insurance policies shall at all times be as follows unless different types and/or higher requirements are set forth in the Sponsorship Agreement: commercial general liability in the amounts of \$1 million per occurrence and \$2 million in the aggregate; excess or umbrella extending coverage as broad as primary commercial general liability coverage in the amount of \$3 million; automobile in the amount of \$1 million; and employers liability in the amount of \$1 million. The School's policies shall name the Sponsor, Board and other parties as additional insureds if required in the Sponsorship Agreement.

A certificate of insurance evidencing such coverage shall be provided upon reasonable request. All insurance policies shall (a) be issued by companies in good standing and authorized to do business in the State and having an AM Best rating of A or better; (b) be written in standard form; and (c) as to the School's policies, provide that the policies may not be canceled except after thirty (30) days' written notice to the School and Sponsor.

(b) The Board's Responsibility. The Board shall pay for its directors and officers/school leaders insurance; legal fees for its representation; legal fees for general corporate matters; accounting, audit, tax and consulting fees for the School; and other expenses approved by the Board.

(c) **Cooperation.** Upon a Party's request, the other Party shall deliver to the requesting Party a copy of such policies and other written confirmation acceptable to the requesting Party, together with evidence that the insurance premiums have been paid. Each Party will comply with any information or reporting requirements applicable to or required by the other Party's insurer(s), to the extent reasonably practicable.

6. Budget.

(a) **Projected Budget.** Prior to the June 1 immediately preceding the next academic year, Manager, in collaboration with the School's fiscal officer shall prepare and provide the School with an annual proposed budget for the School illustrating the anticipated revenue and expenses incurred by the School.

(b) **Budget Detail.** The projected budget shall contain detail as required for public auditing purposes.

(c) **Approval.** The projected budget shall be submitted to the School for written approval, which approval shall not be unreasonably withheld or delayed and in all cases shall be approved no later than June 30th immediately preceding the next academic year. The approved budget is the "Budget". The Budget may be amended from time to time at the recommendation of the fiscal officer and with the School's written approval, which approval shall not be unreasonably withheld or denied.

7. Fees.

(a) **Continuing Fee.** The School shall pay a monthly management, consulting and operation fee (the "Continuing Fee") to the Manager in the amount of ninety-eight percent (98%) of the Qualified Gross Revenues. As used in this Agreement, "Qualified Gross Revenues" shall mean the revenue per student (as "student" is determined by ODE) per month received by the School from the State pursuant to the Ohio Revised Code. Qualified Gross Revenues do not include student fees, charitable contributions, PTA/PTO income, and other miscellaneous revenue, which shall be retained by the School or PTA/PTO. Federal title programs and other federal, State and local government grant funding that compensates the School for the education of its students, including any grants under the American Recovery and Reinvestment Act of 2009 (collectively, "Supplemental Revenues"), shall be paid to the Manager in full within five (5) business days of receipt by the School, which the Manager will use in compliance with the grant of such funds.

The Continuing Fee shall be paid via electronic funds transfer within five (5) business days of receipt by the School of any Qualified Gross Revenues. The Continuing Fee shall be subject to an annual reconciliation based upon actual enrollment and actual revenue received (including the final month of the Term, even though the payment may be made beyond expiration or termination of the Term). If the School receives written notice of a review of the enrollment being completed by the State, the School shall provide Manager with a copy of the written notice upon receipt of same. If the review results in a finding that additional funding is owed to the School, the School shall make payment to Manager of ninety-eight percent (98%) of the amount

received or such other amount due to Manager within five (5) business days after receiving an invoice from Manager for such amount. If the review results in a finding that the School owes money to the State, the School will work with the Manager to initiate an appeal of the State's determination in accordance with the provisions set forth in 3314.08(K) of the Ohio Revised Code or such other applicable provision. Manager shall select legal counsel and a strategy for the appeal and pay any and all expenses and costs related to the appeal including attorneys' fees. The School shall cooperate with Manager and selected legal counsel's efforts to appeal. Should the review result in the School owing money to the State, Manager agrees to contribute ninety-eight percent (98%) or such other amount overpaid to Manager.

(b) Payment of Costs. Except as otherwise provided in this Agreement, the Manager shall pay all costs incurred in providing the Model at the School. Such costs include, but are not limited to:

- compensation of all personnel employed by Manager;
- curriculum materials and textbooks,;
- technology and other equipment such as computers, monitors and computer peripherals (excluding School-titled equipment);
- supplies;
- payments for the Administrative Facility;
- maintenance; and
- capital improvements required in providing the Model.

(c) Grants and Other Financial Assistance. From time to time and with the prior approval of the School, whenever possible, the Manager may apply for grants, discount programs, and other financial assistance in the School's name to obtain additional funding, improvements, School assets, services, and programs for the School, aid the School in fulfilling the terms of the Sponsorship Agreement, or provide additional goods, services, and programs to the students. Such grants or other assistance may be on an advance funding or reimbursement basis. The School shall not unreasonably withhold or delay approval of any application, and shall be deemed to have approved any application submitted by the Manager to the School unless the School gives specific written objections to the Manager within ten (10) business days after the School's receipt of notice of such submission.

Within five (5) business days following the School's receipt of reimbursement funds from the applicable funding source and following presentation of an invoice to the School by the Manager, the entire amount of such funds shall be paid to the Manager via electronic funds transfer. In the case of advance funded grants or other financial assistance, the School shall pay the Manager for the additional goods, services, and programs within five (5) business days following presentation of an invoice to the extent such additional goods, services, and programs have been provided or acquired. The School and its designated fiscal officer shall cooperate with the Manager to establish any necessary accounts, authorizations and procedures so that the School can automatically transfer the applicable funding to the Manager as soon as the funds are available in the School's accounts.

The School shall cooperate with the Manager to establish accounts and procedures for grant funding.

This Section 7 shall survive any expiration or termination of this Agreement until all payments earned prior to the date of such expiration or termination have been paid in full.

(d) School Funds.

(i) After the payment of the Continuing Fee, the School shall retain all remaining Qualified Gross Revenues into a bank account that the Board controls (the “Board Bank Account”), which shall be maintained by the School's fiscal officer. From the Board Bank Account, the School shall pay the fees and expenses it decides to incur including, without limitation:

- its fees to its Sponsor;
- its Board operational expenses;
- its taxes, if any;
- its legal, insurance, accounting, auditing, and other professional fees;
- the cost of any annual audit by the Auditor of the State, or any special or independent audits; and
- the purchase price of equipment deemed necessary or appropriate by the School for School operations that are separate from the day-to-day operation of the School.

Any property purchased with funds from the Board Bank Account shall be titled in the name of School.

8. Personnel and Training.

(a) Personnel Responsibilities. The Manager shall employ all personnel necessary to implement the Model. The Manager shall determine staffing levels and salaries, and select, evaluate, assign, discipline, transfer, and terminate personnel, consistent with the Sponsorship Agreement and State and federal law.

(b) School Administrator. The Manager shall select, employ, and supervise the Head of School (“HOS”) and hold him or her accountable for the success of the School. The School may, at its discretion, appoint a Director from the Board or a Board committee to work with the Manager in the hiring process for the selection of the HOS, including being present during interviews. The Manager has final approval and authority to make a determination as to the appropriate HOS.

(c) Teachers. Subject to the terms of the Sponsorship Agreement, Manager shall determine grade levels to be offered at the School and shall determine the necessary level of teaching staff for operation of the School. The Manager shall select, employ, and supervise teachers and all such teachers shall report to the HOS. All teachers shall be licensed in accordance with State and federal law. The curriculum taught by such teachers shall be the curriculum developed pursuant to Section 3(b) hereof. The Manager may employ teachers on a full- or part-time basis, at its sole discretion.

(d) Support Staff. Prior to the commencement of the first school year under this Agreement, and from time to time thereafter, the Manager shall determine the number and functions of support staff, qualified in the areas required, as are required for operation of the School and by State law. The Manager may employ staff on a full- or part-time basis, at its sole discretion.

(e) Training. The Manager shall train teachers in its methods, curriculum, program, and technology on a regular and continuous basis. Non-instructional personnel shall receive such training as the Manager deems reasonable and necessary under the circumstances.

(f) Salary and Benefits. For the Manager's employees, the Manager assumes full responsibility and liability for benefits, salaries, worker's compensation, unemployment compensation, and liability insurance.

(g) Additional Programs. The School and the Manager may mutually decide to provide programs in addition to the Model. Additionally, the Manager and its Affiliates may offer other educational services at the School Facility outside of school hours, provided the same do not interfere with the operation of the School.

9. Termination by the School. The School may, at its option, terminate this Agreement prior to its expiration upon the occurrence of any of the following events:

(a) The Sponsorship Agreement is not renewed by the Sponsor, and no similar contract is obtained with the Sponsor or any other authorized sponsor, and such termination shall be effective on the termination date of the Sponsorship Agreement;

(b) The Manager materially fails to comply with a specific and material requirement of this Agreement and does not cure the failure within thirty (30) days of receiving written notice of the failure from the School. However, if the Manager determines that the failure cannot be reasonably cured within thirty (30) days, and the Manager promptly undertakes and continues efforts to cure the failure within a reasonable time, the failure shall not be grounds for termination. Notwithstanding the foregoing, if the Manager's failure to comply with a specific and material requirement of this Agreement creates an imminent danger to the life of students, parents, or others, the failure must be cured immediately upon written notice from the School; or

(c) Termination shall be effective immediately upon notice if the Manager files for bankruptcy, has a bankruptcy suit filed against it that is not dismissed within ninety (90) days, is insolvent, ceases its operations, fails to pay its debts when they become due, or has a receiver appointed for the benefit of its creditors.

Termination by School will not relieve the School of any obligations to pay Manager amounts accrued, pending or outstanding as of the date of termination or liability for financial damages suffered by Manager as a consequence of the School's breach (or of Manager's termination as a result thereof) of this Agreement.

10. Termination by the Manager. The Manager may, at its option, terminate this Agreement upon the occurrence of any of the following events:

(a) The School fails to make any payment of money due to the Manager within five (5) business days of written notice from Manager to School that such payment is overdue, excluding overdue payments resulting from a payment dispute or delay between the School and any funding entity, and such termination shall be effective at the end of the then-current school year;

(b) The Manager suffers operating deficits related to the operation of this School for the academic year, provided that any notice of termination delivered by the Manager to the School after the School opens for the school year shall not be effective until the end of that academic year;

(c) The School is in material default under any other condition, term or provisions of this Agreement (except late payment which is addressed above) or the Sponsorship Agreement, and the default remains uncured for thirty (30) days after the School receives written notice from the Manager or Sponsor, as applicable, of the default, and such termination shall be effective at the end of the then-current school year. However, if the default cannot be reasonably cured within thirty (30) days, and the School promptly undertakes or continues efforts to cure the material default within a reasonable time, the failure shall not be grounds for termination. Notwithstanding the foregoing, if the School's default creates an imminent danger to the health, welfare or safety of students, parents or others, the failure must be cured immediately upon notice from the Manager, and Manager may terminate the Agreement effective immediately if not so cured; or

(d) Any adverse and material change in local, State or federal funding for the School's students; provided that any notice of termination delivered to the School based upon an adverse and material change in funding shall be effective when the funding change goes into effect or such later date as designated by the Manager.

(e) Manager may terminate this Agreement effective immediately upon written notice to the School in the event that the School adopts or amends a policy, and the effect of such amendment or policy would reasonably be determined by Manager to materially increase the financial risk to Manager arising from its performance of its obligations hereunder, thus rendering Manager's performance economically unviable. In the event the School adopts such an adverse policy in the middle of the school year, Manager agrees to use its best efforts to complete its obligations for the then-current school year without waiving any rights and remedies hereunder.

(f) Manager may terminate this Agreement effective immediately upon written notice to the School in the event the School undergoes adverse change that makes the School financially unviable.

11. Change in Applicable Law or Termination of Sponsorship Agreement.

(a) **Notice.** If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion enacted or issued after the date hereof could reasonably be expected to have an adverse effect on the ability of either Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party, may request renegotiation of this Agreement. That notice may be given at any time following enactment of such change in applicable law, whether or not such change is effective on the date of such enactment or on a later date.

(b) **Renegotiation.** Renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within thirty (30) days after notice of renegotiation, then this Agreement will be terminated effective at the end of the academic year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

(c) **Termination.** Manager may terminate this Agreement effective immediately upon written notice to School in the event Manager undergoes or is required to undergo a change that makes Manager, as determined in its sole judgment, financially unviable.

(d) **Termination of Sponsorship Agreement.** This Agreement will terminate upon the School ceasing to be a party to a valid and binding sponsorship agreement, provided, however, that this Agreement will continue to remain in effect until the date of termination or expiration of a Term (as applicable) if (i) the School has entered into a subsequent sponsorship agreement, and (ii) this Agreement has not been terminated pursuant to another provision of this Agreement. Termination pursuant to this paragraph will not relieve the School of any obligations to pay Manager amounts accrued, pending or outstanding as of the date of termination.

12. Duties Upon Expiration or Termination.

(a) Upon expiration or termination of this Agreement for any reason whatsoever, the School shall immediately pay to the Manager and Manager's Affiliates, as applicable, all amounts accrued, pending or outstanding to such person or entity and return to the Manager all materials purchased by the Manager pursuant to Section 3 above. Manager shall return to the School all student educational records and all School-titled equipment and material (if any). Notwithstanding the foregoing, in the event that the School closes for any reason, the Manager shall comply with Section 3314.44 of the Ohio Revised Code and instead transmit the educational records of each student to said student's school district of residence. This Section 12(a) shall survive any expiration or termination of this Agreement.

(b) **Survival.** The following provisions shall survive termination or expiration of this Agreement: Fees (to the extent they relate to amounts accrued for periods through the expiration or termination of this Agreement), Duties Upon Expiration or Termination, License, Proprietary Rights, Confidentiality and Non-Disclosure, Non-Solicitation, Injunctive Relief/Dispute Resolution, Notices, Severability, Waiver and Delay, Governing Law and Jurisdiction, Indemnification, Limitations on Liability, Waiver of Jury Trial, Amendment and Cumulative

Effect, Assertion of Claims, Counterparts, Construction, and any provision that, based on its nature, should survive.

(c) **Reservation of Rights.** Each Party shall have all rights and obligations arising out of any breach of this Agreement prior to such expiration or termination.

13. License. The Manager developed and owns proprietary rights to the Model and the Protected Materials, as defined in Section 14 below. The Manager hereby grants the School a limited revocable license to use the Model and the Protected Materials in connection with the School during the Term. When this Agreement is terminated or expires, the license granted herein shall automatically terminate and the School shall immediately cease using the Protected Materials and the Model. This Section 13 shall survive any expiration or termination of this Agreement.

14. Proprietary Rights. The copyrights and intellectual property rights for all methods documents, curricula and materials developed by the Manager prior to and during the course of operating the School (collectively, the "Protected Materials") shall be the sole and exclusive property of the Manager. The School shall not have any right to any of the same either as a "Work Made for Hire" (as such are defined under the U.S. and international copyright laws) or otherwise. The Manager shall exclusively own all United States and international copyrights, trademarks, patents and all other intellectual property rights in the Protected Materials. The School may not use the Protected Materials for any purpose other than strictly within the scope of the license granted under Section 13 without the prior written consent of the Manager.

The School acknowledges that Manager owns the intellectual property rights and interests to the name "ACCEL™" (such name being a trademark of Manager). The School acknowledges and agrees that it has no intellectual or property interest or claims in the name and has no right to use the name unless expressly agreed to in writing by Manager. In accordance with all laws and regulations, Manager shall have the right to install signs on the Administrative Facility, including under the name of the School, describing the services provided by Manager or its assignees, including "Managed by ACCEL Schools" or "Educational Services Provided by ACCEL Schools." Upon any expiration or termination of this Agreement, those signs shall be promptly removed.

Immediately upon expiration or termination of this Agreement or upon the Manager's earlier request, the School shall deliver all originals and copies of the Protected Materials (regardless of the media on which they are stored) to the Manager, and shall delete all Protected Materials from all databases and storage media maintained by the School. This Section 14 shall survive any expiration or termination of this Agreement.

15. Relationship of the Parties.

(a) **Independent Contractors.** The Parties acknowledge that their relationship is that of each Party being independent contractors. No employee, consultant or compensated individual of either Party shall be deemed an employee, consultant, or compensated individual of the other Party. Nothing contained herein shall be construed to create a partnership or joint venture between the Parties or make either Party a general or special agent or fiduciary. Except as permitted in this Agreement or expressly authorized in writing, neither Party will:

(i) make any express or implied agreement, warranty, guarantee or representation or incur any debt or obligation in the name of or on behalf of the other Party;

(ii) represent that their relationship is other than independent contractors; or

(iii) be obliged by or have any liability under any agreement or representation made by the other that has not been expressly authorized in writing.

(b) Board Meetings. Manager shall use commercially reasonable efforts to attend Board meetings in person and, if unable to attend in person, may attend them telephonically. The Board shall use reasonable efforts to schedule any regular, special or emergency Board meeting so that Manager has the opportunity to attend the same. The School shall provide Manager with notice of any regular, special or emergency meeting of the Board when it provides members of the Board with notice of the meetings.

(c) No Related Parties or Common Control. Manager will not have any role or relationship with the School that, in effect, substantially limits the School's ability to exercise its rights, including cancellation rights, under this Agreement. Any director, officer or employee of Manager shall be prohibited from serving on the Board. None of the voting power of the Board will be vested in Manager or its directors, members, managers, officers, shareholders and employees, and none of the voting power of the Board or shareholders of Manager will be vested in the School or its directors, members, managers, officers, shareholders (if any) and employees. Furthermore, the School and Manager will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986, as amended (or its successor) (the "Internal Revenue Code"), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code.

16. Confidentiality and Non-Disclosure. Without the prior written consent of the other Party, neither Party will at any time: (a) use for its own benefit or purposes or for the benefit or purposes of any other person, corporation or business organization, entity or enterprise; or (b) disclose in any manner to any person, corporation or business organization, entity or enterprise any trade secret, proprietary information, data, know-how or knowledge (including but not limited to curricula information, financial information, marketing information, cost information, vendor information, research, marketing plans, educational concepts and employee information), whether transferred in writing or other tangible form, or transferred orally, visually, electronically or by any other means, belonging to, or relating to the affairs of a Party or any Affiliates (the "Disclosing Party") or received through association with the Disclosing Party (collectively, "Confidential Information"), whether the Confidential Information was received before or after this Agreement. Confidential Information does not include information a Party receives (the "Receiving Party") and can show that it: (i) was known to the Receiving Party prior to its association with the Disclosing Party; (ii) had become available to the public other than by a breach of this Agreement by the Receiving Party; or (iii) was disclosed to the Receiving Party by a third person or entity that was not prohibited by a contractual, fiduciary or other legal obligation to the Disclosing Party from disclosing the Confidential Information.

The Receiving Party will use at least the same degree of care to prevent unauthorized use and disclosure of Confidential Information as that Party uses with respect to its own confidential information

(but in no event less than a reasonable degree of care); use Confidential Information only in performance of its obligations under this Agreement; and not disclose or grant access to such Confidential Information to any third party except on a need-to-know basis and based on a confidentiality agreement with terms at least as strict as those contained in this Agreement. This Agreement does not prohibit the Receiving Party from disclosing Confidential Information it is legally compelled to disclose by oral questions, interrogatories, requests for information or documents, subpoenas, investigative demands, judicial orders or similar process. However, if the Receiving Party is legally compelled to disclose any Confidential Information, the Receiving Party covenants to use its best efforts to provide the Disclosing Party with prompt written notice (not more than forty-eight (48) hours after learning it will be compelled to disclose) so that the Disclosing Party may seek a protective order or other appropriate remedy and/or waive compliance with the provisions of this Agreement. In the event a protective order or other remedy is not obtained, or the Disclosing Party waives compliance with the provisions of this Agreement, the Receiving Party covenants to furnish only that portion of the Confidential Information that the Receiving Party is legally required to disclose, and to exercise its best efforts to obtain reliable assurance that the Confidential Information will be treated confidentially.

17. Non-Solicitation. During the Term and one (1) year thereafter, each Party agrees not to directly or indirectly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any current or former consultant or employee of the other Party or its Affiliate if that consultant or employee or former consultant or employee had been assigned to or worked under this Agreement.

(a) **Remedies.** In the event of such unpermitted use or engagement by a Party of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek:

(i) receipt of a sum equivalent to one hundred percent (100%) of that consultant, employee, former consultant or former employee's compensation during their first year with the new employer; or

(ii) any legal or equitable relief against such actions, including, but not be limited to, the remedies set forth in Section 18(a).

(b) **Not Considered Solicitation.** For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of a consultant, employee, former consultant or former employee of the other Party or Affiliates. However, such Party shall continue to be precluded from engaging or otherwise using a Party's and Affiliates' employee or former employee as provided for in this Section 17.

This Section 17 shall survive any expiration or termination of this Agreement. The one (1) year period of time in this Section will be extended by the amount of time that a Party engages in any activity in violation of this Agreement and while the aggrieved Party seeks enforcement of this Agreement. The School acknowledges and agrees that no past uncollected fees shall be issued by Manager to cover any penalty, damages or other relief owed by the School upon a violation of this provision.

18. Injunctive Relief and Dispute Resolution.

(a) **Injunctive Relief.** The School acknowledges that the covenants set forth in Sections "License", "Proprietary Rights", "Confidentiality and Non-Disclosure" and "Non-Solicitation" above are reasonable in scope and content and necessary to protect the Parties and their business interests. Each Party understands and agrees that the breach or threatened breach of Sections "License", "Proprietary Rights", "Confidentiality and Non-Disclosure" or "Non-Solicitation" of this Agreement would give rise to the other Party suffering irreparable harm which harm would be inadequately compensable in money damages. Accordingly, in addition to any other remedies available to it, the aggrieved Party shall be entitled to a restraining order and/or an injunction prohibiting the breach or threatened breach of any provision, requirement or covenant of this Agreement, without the requirement of posting a bond, in addition to and not in limitation of any other remedies which may be available in law or equity.

(b) **Dispute Resolution Procedure.** The Parties agree that they will attempt in good faith to settle any and all disputes arising in connection with this Agreement amicably in the ordinary course of business. If a dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the Board's president and Manager's Chief Operating Officer or equivalent who shall have ten (10) business days to seek resolution of the matter. The dispute resolution procedures described herein will be deemed complete upon the earlier to occur of the following:

- (i) the Parties mutually agree in writing to discontinue the dispute resolution procedures herein; and
- (ii) the relevant dispute is not resolved within the time periods provided herein.

(c) **Arbitration.** Subject to the provisions of Sections 18(a) and 18(d), any dispute arising out of or relating to this Agreement, including but not limited to the breach, termination or validity hereof, shall be settled by binding, confidential arbitration in accordance with the rules of JAMS with an arbitration panel consisting of a single arbitrator. The need for and scope of formal discovery will be determined by agreement of the Parties or, if the Parties are unable to agree, the arbitrator. The arbitrator will render an opinion/award within thirty (30) days from the date of the hearing, and the opinion/award shall be written and include findings of fact and conclusions of law. The Parties agree that an arbitration award ("Underlying Award") may be appealed pursuant to JAMS's Optional Arbitration Appeal Procedure ("Appeal Procedure") which the Parties adopt as it exists on the effective date of this Agreement; that the Underlying Award shall, at a minimum, be a reasoned award; and that the Underlying Award shall not be considered final until after the time for filing a notice of appeal pursuant to the Appeal Procedure has expired. Appeals must be initiated within thirty (30) days of receipt of an Underlying Award, as defined by JAMS, by filing a Notice of Appeal with the arbitrator. The arbitration will be governed by the Federal Arbitration Act, 9 U.S.C. §§1-16, and judgment upon the award rendered by the arbitration panel or, if applicable, a decision rendered under the Appeal Procedure, may be entered by any court having jurisdiction thereof. The arbitrator is not empowered to award any damages or losses described in the "Limitations of Liability" Section and each Party expressly waives and foregoes any right to the damages or losses.

(d) **Exceptions.** Notwithstanding anything else in this Agreement, claims for monies due and claims for injunctive relief as provided for in Section 18(a) above, and/or claims for grant or financial assistance reimbursement due may at either Party's option be brought separately and immediately in a court of competent jurisdiction or pursued through arbitration as set forth above.

(e) **Shared Fees and Expenses.** The fees and expenses of the arbitration panel should be shared equally by the Parties before the arbitration award is made. The arbitration award shall require the Party which does not prevail in the arbitration to reimburse the prevailing Party for the one half of the fees and expenses of the arbitration panel paid by the prevailing Party.

This Section 18 shall survive any expiration or termination of this Agreement. Actions for money damages may be brought without terminating this Agreement.

19. Notices. Either Party may change the address to which notice to it, or copies thereof, shall be addressed by giving notice thereof to the other Party hereto in conformity with the following. Any notice permitted or required by this Agreement shall be in writing sent via any of the following methods and shall be deemed to have been duly given or made the third day after mailing, if sent by registered or certified mail, postage prepaid, return receipt requested; upon delivery, if sent by hand delivery with written confirmation; upon delivery, if sent by nationally recognized overnight carrier, with a record of delivery; or the day it is sent, if sent by facsimile (with written confirmation of transmission by sender's facsimile machine and a copy simultaneously sent by nationally recognized overnight courier) on a business day during normal business hours, or the next business day thereafter if sent on a non-business day or after normal business hours, to the other Party when addressed as follows:

If to Manager, to: Accel Online Ohio LLC
Attn: Chief Operating Officer
1650 Tysons Boulevard, Suite 600
McLean, VA 22102

With a copy to: Accel Schools LLC
Attn: General Counsel
1650 Tysons Boulevard, Suite 600
McLean, VA 22102

And legal@pansophiclearning.com

If to School, to: Pathway Career Academy of Ohio
Attention: Board President
c/o The Callender Law Group
Attn: Mike Garcar
100 East Broad Street, Suite 690
Columbus, OH 43215

Facsimile:

With a copy to:

The Callender Law Group
Attn: Mike Garcar
100 East Broad Street, Suite 690
Columbus, OH 43215

Facsimile:

20. Severability. If any term, condition or provision of this Agreement is invalid, illegal or incapable of being enforced by any rule of law or public policy, all other terms, conditions and provisions of this Agreement shall nevertheless remain in full force and effect so long as the economic or legal substance of the transactions contemplated hereby is not affected in any manner adverse to either Party. Upon such determination that any term, condition or provision is invalid, illegal or incapable of being enforced, the Parties shall negotiate in good faith to modify this Agreement so as to effect the original intent of the Parties as closely as possible in an acceptable manner to the extent that the transactions contemplated hereby are fulfilled to the extent possible.

21. Waiver and Delay. Except to the extent that a Party hereto may have otherwise agreed in writing, no waiver by that Party of any condition of this Agreement or breach by the other Party of any condition of this Agreement or breach by the other Party of any of its obligations or representations hereunder or thereunder shall be deemed to be a waiver of any other condition or subsequent or prior breach of the same or any other obligation or representation by the other Party, nor shall any forbearance by a Party to seek a remedy for any noncompliance or breach by the other Party be deemed to be a waiver by the first Party of its rights and remedies with respect to such noncompliance or breach.

22. Governing Law and Jurisdiction. This Agreement shall be governed by and construed in accordance with the laws of the State without regard to conflict of law principles. Jurisdiction and venue are proper in the county in which the Administrative Facility is situated.

23. Assignment. Neither Party may assign this Agreement without the prior written consent of the other Party (which consent shall not be unreasonably withheld). Notwithstanding the foregoing, Manager may, without prior written consent from or notice to the School, assign this Agreement to its Affiliates or in connection with a merger, acquisition, asset sale or corporate reorganization, and may without the consent of the School delegate the performance of but not responsibility for any duties and obligations of Manager hereunder to any affiliate, independent contractors, experts or professional advisors.

24. Independent Activity. The Parties understand that Manager's business is to operate and manage schools in multiple states. As such, the Parties agree that Manager and its Affiliates may operate and manage other, including charter schools, in multiple states including the State.

25. Representations and Warranties.

(a) Mutual Representations and Warranties. Each Party hereby represents and warrants to the other Party as follows:

(i) The Party is duly organized, validly existing, and in good standing under the laws of the state of Delaware (as to Manager) and the State (as to School). It has the authority to carry on its business as now being conducted and has the authority to execute, deliver, and perform this Agreement.

(ii) The Party has taken all actions necessary to authorize the execution, delivery, and performance of this Agreement. This Agreement is a valid and binding obligation of the Party enforceable against it in accordance with its terms, except as may be limited by federal and State laws affecting the rights of creditors generally, and except as may be limited by legal or equitable remedies.

(iii) The Party has made, obtained, and performed all registrations, filings, approvals, authorizations, consents, licenses, or examinations required by any government or governmental authority, domestic or foreign, in order to execute, deliver and perform its obligations under this Agreement.

(iv) There are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined would have a material adverse effect on its ability to perform its obligations under this Agreement.

(b) School's Representations and Warranties. School further represents and warrants to Manager that:

(i) The School has authority under the Ohio Revised Code, and other applicable laws and regulations to contract with a private entity to perform the services under this Agreement and to incur the obligations provided for herein;

(ii) The School will adopt any and all further resolutions or expenditure approvals required for the execution of this Agreement, provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the School and it has sufficient funds in the approved Budget to pay for such expenditures;

(iii) The School is not in breach of the terms of the Sponsorship Agreement; and

(iv) The School shall not, after the Effective Date, incur any indebtedness outside the ordinary course of business or enter into any factoring or other debt arrangement without the prior written consent of the Manager.

(c) THE FOREGOING WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. MANAGER AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE GRADES OR TEST RESULTS TO BE OBTAINED BY THE STUDENTS. WITHOUT LIMITING THE FOREGOING, MANAGER AND ITS AFFILIATES

MAKE NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESIBILITY OF ANY WEBSITE, SYSTEM OR PROGRAM, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS, REGARDLESS OF THE REASON.

26. Indemnification of the Parties.

(a) Indemnification of Manager. To the extent permitted by State law, the School will indemnify, defend and save and hold Manager and its Affiliates and all of their respective employees, officers, directors, subcontractors and agents (collectively, "Representatives") harmless against any and all third-party penalties, claims, demands, suits or other forms of liability (any of which are a "Claim") (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any wrongdoing, misconduct or negligence by the School or its Representatives; noncompliance by any of them with any agreements, covenants, or undertakings of the School contained in or made pursuant to this Agreement; any misrepresentations of the School contained in or made pursuant to this Agreement; any action or omission by the School or its Representatives that results in injury, death or loss to person or property; and any violation by them of State or federal law. In addition, the School will reimburse Manager, its Affiliates and their Representatives for any and all reasonable legal expenses and costs associated with the defense of any third-party Claim. Further, the Parties acknowledge and agree that Manager and its Affiliates shall have no liability or responsibility for activities of the School that occurred prior to the Start Date, including, but not limited to, management of the School by any third parties. This indemnification obligation shall survive the termination or expiration of this Agreement.

(b) Indemnification of School. Manager will indemnify, defend and save and hold the School and its Representatives harmless against any and all third-party Claim (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any wrongdoing, misconduct, or negligence of Manager, its agents, employees or assigns or noncompliance by Manager with any agreements, covenants, or undertakings of Manager contained in or made pursuant to this Agreement, and any misrepresentation of Manager contained in or made pursuant to this Agreement. In addition, Manager will reimburse the School for any and all reasonable legal expenses and costs associated with the defense of any third-party Claim. This indemnification obligation shall survive the termination or expiration of this Agreement.

(c) Defense. A Party seeking indemnification under this Section 26 (the "Indemnatee") shall give notice to the indemnifying Party (the "Indemnitor") of a Claim or other circumstances likely to give rise to a request for indemnification, promptly after the Indemnatee becomes aware of the same. The Indemnitor, with Indemnatee's consent which shall not be unreasonably withheld, conditioned or delayed, shall be afforded the opportunity to undertake the defense of and to settle by compromise or otherwise any Claim for which indemnification is available under this Section 26. The Indemnitor's selection of legal counsel is subject to the Indemnatee's approval which approval shall not be unreasonably withheld, conditioned or delayed. If an Indemnitor so assumes the defense of any Claim, the Indemnatee may participate in such defense with legal counsel of the Indemnatee's selection and at Indemnatee's expense. Indemnitor may not settle any Claim against Indemnatee or otherwise consent to any final order or judgment regarding same if such settlement, final order or judgment includes an admission of wrongdoing in Indemnatee's or its Affiliate's name unless Indemnatee or its Affiliate, as applicable, consents in writing. If the Indemnitor, upon the

expiration of the fifteen (15) days after receipt of notice of a Claim by the Indemnitee under this Section 26, has not assumed the expense of the defense thereof, the Indemnitee may thereupon undertake the defense thereof on behalf of, and at the risk and expense of, the Indemnitor, with all reasonable costs and expenses of such defense to be paid by the Indemnitor.

27. Limitations on Liability.

(a) **Immunities and Statutory Limitations.** The School will assert all immunities and statutory limitations of liability in connection with any third-party Claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of Manager. Notwithstanding this Section 27, to the fullest extent permitted by law, the School will waive the defense of governmental immunity in any dispute between the Parties.

(b) **MAXIMUM OBLIGATION.** EXCEPT AS TO THE PARTIES' INDEMNIFICATION OBLIGATIONS, TO THE EXTENT PERMITTED BY LAW EACH PARTY'S MAXIMUM LIABILITY AND OBLIGATION TO THE OTHER PARTY AND THE EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT TO MANAGER DURING THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE DATE A CLAIM IS MADE.

(c) **ECONOMIC DAMAGES.** EXCEPT IN CONNECTION WITH ITS INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, OR LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

(d) **REASONABLENESS.** NEITHER OCCASIONAL, SHORT TERM INTERRUPTIONS OF SERVICE WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND MANAGER'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST MANAGER HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER MANAGER IN BREACH OF THIS AGREEMENT.

28. Force Majeure. In the event that either Party shall be delayed, hindered, or prevented from performing any act required under this Agreement by reason of fire or other casualty, acts of God, strike, lockout, labor dispute, inability to procure services or materials, failure of power, riots, terrorism, insurrection, war or other reason of a like nature not the fault of the delayed Party, its performance shall be excused for the period of the delay and the time for performance shall be extended for a period equivalent to the period of the delay. This Section shall not excuse the School from prompt payment of any amounts required by the terms of this Agreement. As soon as practicable,

the Party experiencing a force majeure event shall: (a) notify the other Party about the event, and (b) resume performance of its obligations under this Agreement upon conclusion of the event.

29. Amendment and Cumulative Effect. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by both the President or other authorized officer of the School and an authorized officer of Manager. The rights and remedies of the Parties hereto are cumulative and not exclusive of the rights and remedies that they otherwise might have now or hereafter, at law, in equity, by statute or otherwise.

30. Waiver of Jury Trial. The Parties each waive any right to trial by jury in any litigation involving this Agreement, including breach, interpretation or performance thereof.

31. Assertion of Claims. No Party shall bring any claim relating to this Agreement beyond one year after the date on which the Party became aware, or should reasonably have become aware, of the facts giving rise to any alleged liability of the other Party and, in any event, no later than two (2) years after (a) the last day of the Term, or (b) the earlier termination of this Agreement for any reason. The provisions of the preceding sentence shall not apply to claims for payment of amounts due under the "Fees" Section of this Agreement.

32. Counterparts. This Agreement may be executed in several counterparts, with each counterpart deemed to be an original document and with all counterparts deemed to be one and the same instrument. Each Party may rely on facsimile signature pages as if such facsimile pages were originals.

33. Construction. The Parties acknowledge and agree that this Agreement is the result of extensive negotiations between the Parties and their respective counsel, and that this Agreement shall not be construed against either Party by virtue of its role or its counsel's role in the drafting hereof. Paragraph captions or headings of various articles, sections and other subdivisions are used herein for convenience of reference only and are not intended to be used, nor shall they be used, in interpreting this instrument or modifying, defining or limiting any of the terms or provisions hereof.

34. Integration, Entire Agreement, and Third-Party Beneficiaries. This Agreement (together with any exhibits, schedules or documents referred to herein) sets forth all of the promises, covenants, agreements, conditions and undertakings of the Parties with respect to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings, negotiations, inducements or conditions, express or implied, oral or written, if any, between the Parties with respect to the subject matter hereof. Except as limited by the Assignment sections of this Agreement, this Agreement shall be binding upon and is for the exclusive benefit of the Parties, Affiliates, successors and permitted assigns, and not for the benefit of any third party, nor shall it be deemed to confer or have conferred any rights, express or implied, upon any other third party including a relationship in the nature of a third party beneficiary or fiduciary.

IN WITNESS WHEREOF, the Parties hereto have set their hands by and through their duly authorized officers as of the date first above written.

SCHOOL
Pathway Career Academy of Ohio

MANAGER
Accel Online Ohio LLC

By: _____

By: _____

Print Name: _____

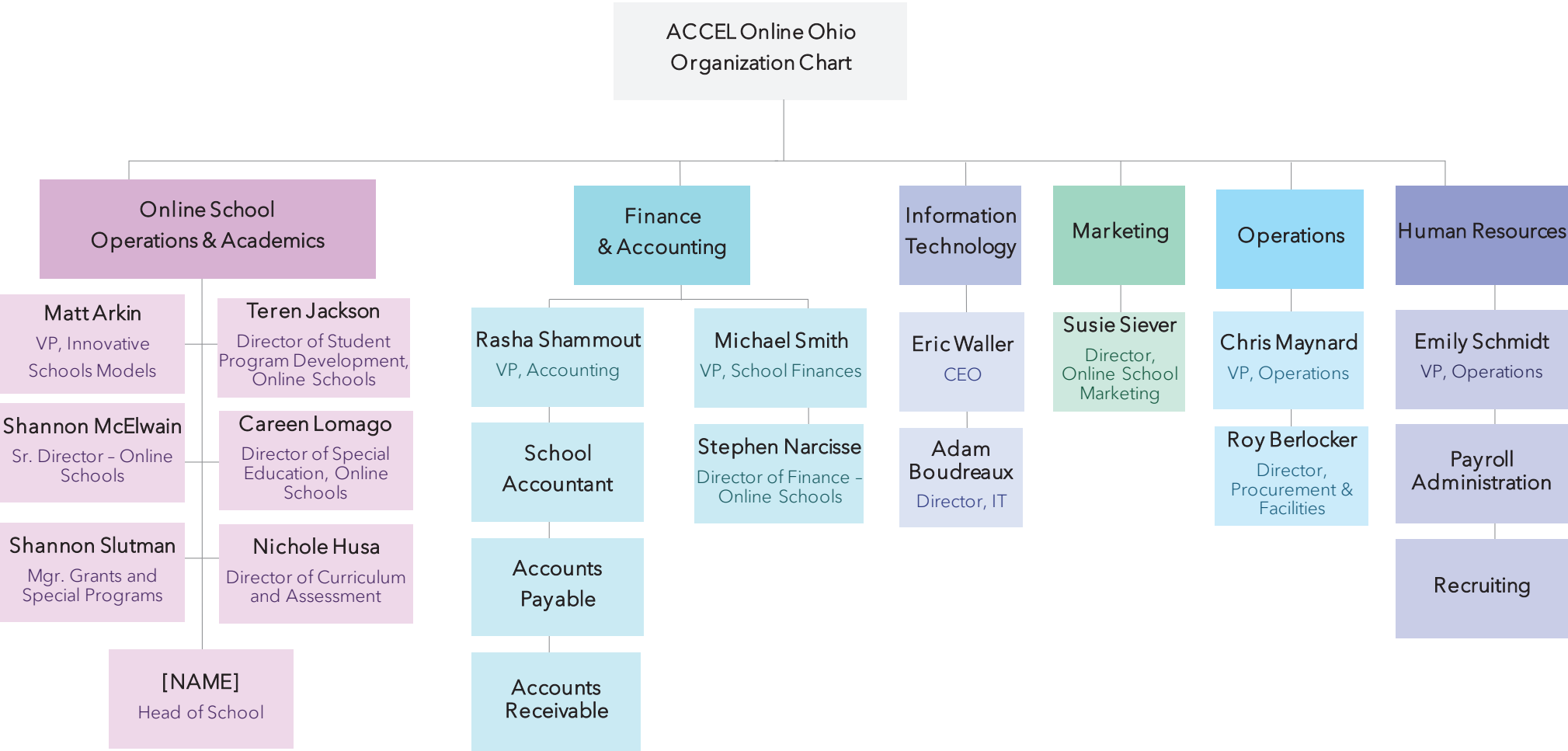
Print Name: _____

Its: _____

Its: _____

Draft

Attachment 8 - Organization Chart



NAME	IRN	SITE-BASED or ONLINE	FIRST YEAR AS EMO	MOST RECENT YEAR AS EMO	TOTAL YEARS AS EMO
Akron Preparatory School	013524	SITE-BASED	2017	2021	4
Broadway Academy	012684	SITE-BASED	2015	2021	6
Canton College Preparatory School	013255	SITE-BASED	2017	2021	4
Capital Collegiate Preparatory Academy	017573	SITE-BASED	2017	2021	4
Case Preparatory Academy	019221	SITE-BASED	2020	2021	1
Central Point Preparatory Academy	019199	SITE-BASED	2020	2021	1
Cleveland Arts and Social Sciences Academy	007995	SITE-BASED	2015	2021	6
Cleveland College Preparatory School	012010	SITE-BASED	2017	2021	4
Cleveland Preparatory Academy	013199	SITE-BASED	2015	2021	6
Columbus Arts & Technology Academy	000557	SITE-BASED	2015	2021	6
Columbus Bilingual Academy-North	011468	SITE-BASED	2017	2021	4
Columbus Humanities Arts and Technology Academy	000553	SITE-BASED	2015	2021	6
Cornerstone Academy Community School	133439	SITE-BASED	2015	2021	6
East Academy	014187	SITE-BASED	2015	2021	6
Eastland Preparatory Academy	014090	SITE-BASED	2016	2021	5
Euclid Preparatory School	015712	SITE-BASED	2019	2021	2
Foundation Academy	009192	SITE-BASED	2015	2021	6
George V. Voinovich High School	012042	ONLINE	2020	2021	1
Hope Academy Northcoast	142968	SITE-BASED	2015	2021	6
Hope Academy Northwest Campus	000575	SITE-BASED	2015	2021	6
Lake Erie College Preparatory School	013132	SITE-BASED	2017	2021	4
Lincoln Park Academy	014065	SITE-BASED	2015	2021	6
Lorain Bilingual Preparatory Academy	017270	SITE-BASED	2018	2021	3
Lorain Preparatory Academy	008000	SITE-BASED	2015	2021	6
Marion Preparatory Academy	017585	SITE-BASED	2018	2021	3
Monroe Preparatory Academy	008064	SITE-BASED	2015	2021	6
Montgomery Preparatory Academy	017259	SITE-BASED	2018	2021	3
Mount Auburn Preparatory Academy	017274	SITE-BASED	2018	2021	3
North Columbus Preparatory Academy	017538	SITE-BASED	2019	2021	2
Northeast Ohio College Preparatory School	011923	SITE-BASED	2017	2021	4
Northside Preparatory Academy	019227	SITE-BASED	2020	2021	1
Ohio College Preparatory School	013253	SITE-BASED	2017	2021	4
Alternative Education Academy (OHDELA)	143396	ONLINE	2018	2021	3
Parma Academy	017535	SITE-BASED	2019	2021	2
Riverside Academy	133678	SITE-BASED	2015	2021	6
South Columbus Preparatory Academy at German Village	016829	SITE-BASED	2017	2021	4
South Columbus Preparatory Academy at Southfield	019200	SITE-BASED	2020	2021	1
STEAM Academy of Warren	012644	SITE-BASED	2015	2021	6
STEAM Academy of Warrensville Heights	013147	SITE-BASED	2015	2021	6
Toledo Preparatory Academy	000951	SITE-BASED	2020	2021	1
University of Cleveland Preparatory School	012541	SITE-BASED	2017	2021	4
West Park Academy	014189	SITE-BASED	2015	2021	6
Wright Preparatory Academy	015713	SITE-BASED	2017	2021	4
Youngstown Academy of Excellence	007984	SITE-BASED	2015	2021	6
Bridges Community Academy	000311	SITE-BASED	2021	2021	1

Attachment 9b - Record of Success Outside Ohio

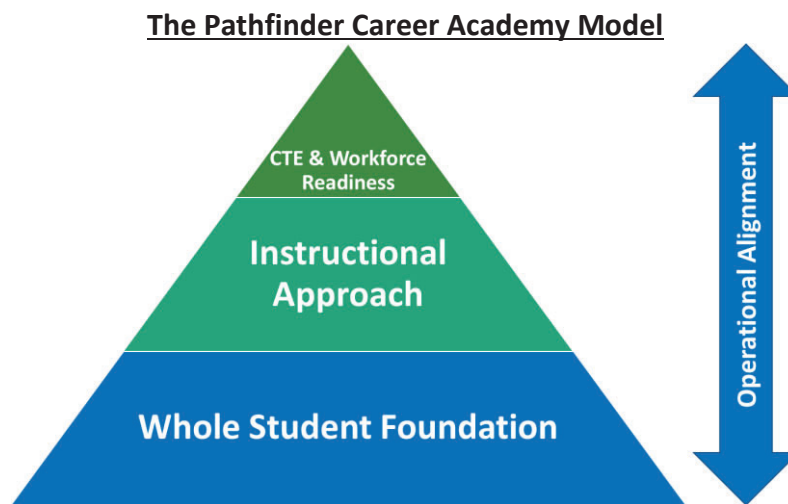
Charter School Name	Type of School	Year Opened	Year ACCEL Began Mgmt	State	State Report Card	State Report Navigation	State Report Card Information
Banning Lewis Ranch Academy	Site-based	7/1/2006	7/1/2015	CO	https://www.cde.state.co.us/district-school-dashboard	Search District 49 and then School Name	https://www.cde.state.co.us/accountability/stateaccountability
Inkster Preparatory Academy	Site-based	5/25/2016	5/25/2016	MI	Inkster 2018-19 School Report Card	Search School Name	https://www.mischooldata.org/school-index/
Woodley Leadership Academy	Site-based	7/1/2018	7/1/2018	MI	Woodley Leadership Academy 2018-19 Report Card	Search School Name	https://www.mischooldata.org/school-index/
Michigan Online School	Online	1/1/2018	7/1/2020	MI	No report card since ACCEL became operator due to COVID		
Virtual Preparatory Academy at Lucerne	Online	7/1/2020	7/1/2020	CA	New School- no report card due to COVID		
Academy with Community Partners	Site-based, DOPR	9/2/2003	8/1/2020	AZ	New School- no report card due to COVID		
Virtual Preparatory Academy of Indiana at Madison-Grant	Online	8/1/2021	7/1/2021	IN	New School		
Virtual Preparatory Academy of Washington	Online	8/1/2021	2/1/2021	WA	New School		

Attachment 10 – School Description – Pathfinder Career Academy of Ohio

Who PCA will Serve: Pathfinder Career Academy (PCA) will serve students in grades 6-12 statewide across Ohio, with a central location for school administration in the Columbus metro area.

Why Ohio would benefit from PCA: While there are a number of eSchools across Ohio that serve students, none currently exist that have a primary focus on career development and preparation. With this narrow focus, PCA will be able to attract a different set of industry and community partners than existing eSchools and will accordingly open a wealth of new opportunities to students in a variety of communities across Ohio. In addition, the smaller size of PCA and focus on grades 6-12 will allow the school to be nimbler and more quickly adapt to offer new and/or different pathways and partnerships to students as the needs and opportunities of the Ohio business community evolves over time.

The PCA School Model is built based on the science of learning & development, leveraging best practices from leaders in CTE, school innovation, and youth development. Using



The foundation of the PCA model is a **Whole Student** approach, centered on three pillars focusing on building the school community and ensuring PCA students are ready to learn:

- **Advisory**¹: The foundation of PCA's Whole Student approach, Advisory is an opportunity for PCA students to develop strong relationships in a small group with PCA staff and each other while building career and life skills. PCA's Advisory Model features:
 - Students looped together with advisors across multiple years
 - A focus on consistency, coherence, and building positive developmental relationships
- **Shared Values & Norms**: Shared values and norms across students and staff will be a core part of centering a sense of purpose, creating an aspirational culture, and providing a safe & supportive environment for all members of the PCA community.
 - Community-centered, with a focus on activating & building student networks
 - Partnering with students & parents in decision making

¹ <https://www.gettingsmart.com/2015/04/21/the-role-of-advisory-in-personalizing-the-secondary-experience/>

- **Tiered Whole Student Supports:** A tiered approach to providing student supports (detailed elsewhere in this application) is critical to ensure that students get the personalized support they need when they need it to overcome whatever obstacles and challenges are in their path. This will include:
 - Career Coaches, Career Counselors, and Social Workers trained in trauma-informed support to help provide individualized support to students
 - A focus & dedicated curriculum on Life Skills & Social-Emotional Learning integrated with Advisory and academic classes

On top of this foundation is the PCA **Instructional Approach**, with three instructional pillars preparing PCA students to be academically successful:

Buck Institute's PBLWorks promotes a research-informed model for "Gold Standard PBL."

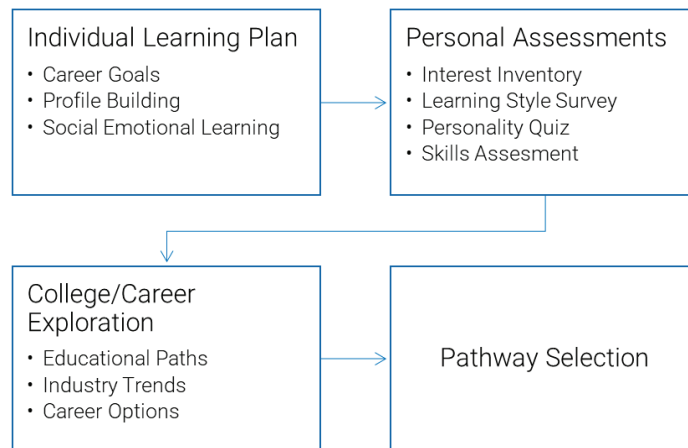


- **Project and Problem-Based Learning²:** Featuring projects built from intersection of learning standards and real-world challenges or opportunities (and built on PBLWorks research-informed model), Project Based Learning (PBL) produces successful learners who take greater agency in their own life, as well as their community.
 - Fosters collaboration and the development of life skills as part of daily education
 - Makes learning relevant to students
 - Includes cross-course interdisciplinary collaboration, with professional development provided by PBLWorks
- **Driven by Equity:** Helping at-risk students achieve their full potential requires an individualized academic approach, including additional supports to overcome obstacles and/or challenges those students have or continue to face.

² <https://hqpbl.org/wp-content/uploads/2018/03/FrameworkforHQPBL.pdf>

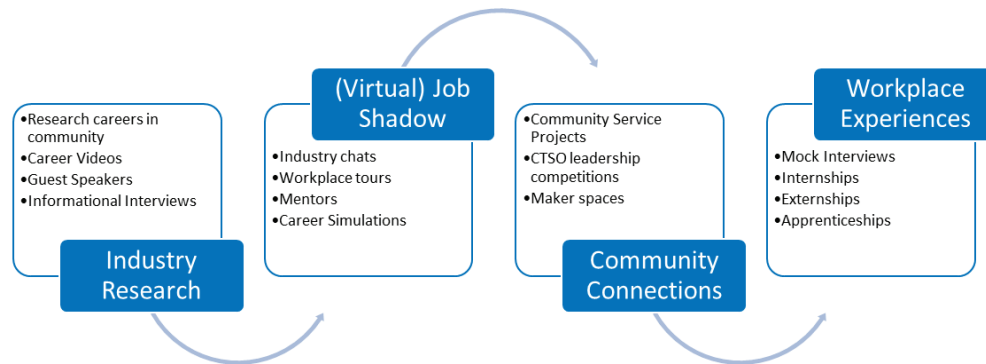
- Personalized Learning Paths & Plans with multiple crediting opportunities, utilizing Ohio’s Credit Flex options to make the high school experience meaningful and relevant to student
- High-quality tutoring & mentoring, integrated both during the school day and availability after hours when students need support
- Mastery & equity-based grading³, setting students up for success and preventing unintentional negative impacts on student motivation.
- **The “ACCEL Core”:** ACCEL Schools has a proven track record of academic success in Ohio, and PCA will utilize these proven best practices at the core of our academic approach.
 - Individualized & Differentiated Instruction, driven by data and short-cycle assessments
 - Rich & Rigorous best-in-class courses and tasks, including CTE Curriculum from eDynamic
 - Extended learning opportunities, especially in core content areas like Math and ELA

Finally, at the top of the pyramid are the PCA **CTE & Workforce Readiness** pillars that set all PCA students up for success in life:



- **Career Development:** A core part of the Advisory experience, PCA’s Career Development approach will foster excitement and possibilities through career exploration – helping students connect skills, interests, and abilities to career opportunities
 - Program courses aligned in career goals with opportunities in high-skill and in-demand fields
 - Preparation for life skills necessary to be successful in the workplace regardless of profession
 - Regular opportunities for individual career planning discussions and activities, building & using student social capital

³ <https://www.gse.harvard.edu/news/ed/19/05/grade-expectations>



- Industry-Specific Preparation and Work-Based Learning:** Bridging the gap between high school and high-demand, high skill careers, PCA's work-based learning approach builds on classroom instruction to cultivate employability skills that prepare students for success in post-secondary education and future careers
 - Regular opportunities for career awareness, career exploration, and career preparation through work-based learning & Internships
 - Appropriate Career & Student Technical Organizations (CTSO) chapters established based on pathway alignment
 - Course work and pathways culminate in credentials and certifications of value in key Ohio industries.
- Partnerships:** Connecting industry, higher education, and community partners, the foundation for PCA's model includes integrated, seamless partnerships opening opportunities for PCA students and the school community.
 - School based CTE advisory council featuring key industry partners assembled to give advice and support to school leadership and students
 - Partnerships with business and universities to support dual credit/concurrent enrollment and application of skills learned in pathways
 - Partnerships with community organizations to provide additional opportunities for students to build skills and contribute to the community

Expectations of academic performance, including academic achievement status or proficiency, academic growth, post-secondary readiness, and expectations for mission-specific performance measures:

- PCA students will achieve proficiency levels at or above the average of all state-wide eSchools in each subject and grade
- PCA will achieve a "C" or above school grade for each year of our charter
- 100% of students will participate in Project-based-learning in a minimum of 2 core subjects each year
- PCA will achieve a graduation rate at or above the state average and/or the average of all statewide eSchools
- At least 50% of PCA graduates will compete a Career Pathway prior to graduation

Expectations of any non-academic school or student goals to which school will hold itself accountable:

- **Partnerships:** PCA will establish relevant industry, higher education, and community organization partnerships established in all pathway areas that PCA offers.
- **Work-based learning:** Every student that graduates PCA will have a work-based learning experience prior to graduation

How the PCA Plan Aligns with the National Standards for Quality Online Learning:

ACCEL's core instructional model for online schools has been developed in tight alignment with the National Standards for Quality Online Learning from the Virtual Learning Leadership Alliance (VLLA), Quality Matters (QM), and the Digital Learning Collaborative (DLC). In addition, PCA will use best-in-class curriculum and courses, aligned to Ohio's Learning Standards, and the AMP system that has been designed for students and families to easily navigate in accordance with the standards. Professional Development for teachers and PCA leadership will also be provided by ACCEL and also aligned with the NSQOL standards (previously iNACOL standards)-more detail provided as part of the overall application.

Attachment 11 – Community Support – Pathfinder Career Academy of Ohio

Pathfinder Career Academy of Ohio will continue to work on gathering letters of support for the school.

Attachment 12 - Recruitment and Marketing Plans – Pathfinder Career Academy of Ohio

Each year, Pathfinder will announce its open enrollment period for any parents/guardians of students, or students over 18, who would like to submit an application. These outreach activities will be conducted statewide via multiple marketing pathways, outlined below.

A diverse marketing plan will be developed each year that reflects the mission and unique offering of Pathfinder, and will align and comply with all applicable state statutes and regulations. Much of the marketing efforts will capitalize on the fact that our target population, students ages 16-21, are active social media users, and as such, social strategies will be relied on more often than efforts such as direct mail. The marketing plan may include, but will not be limited to:

1. **School Website** - Website content will describe Pathfinder requirements including student attendance, courses offered, graduation requirements, student engagement, school calendars, handbooks, policies, and parent/guardian expectations. Website content will include the ability for Spanish translation and will maximize search engine marketing efforts and lead capture.
2. **Search Engine Marketing** - Search engine marketing will cover a wide spectrum of lead generating activities including; paid or sponsored listings on search engines, directories (ex: Google business, greatschools.com), and deploying strategies for search engine optimization (SEO) intended to achieve higher ranking in search results.
3. **Social & Display Marketing** - Leverage social media and display ads within platforms that are popular among younger, digital-native generations, as well as targeted adult demographics to provide meaningful opportunities for the Pathfinder brand to reach thousands of users.
4. **TV/Radio** - TV/ Radio ads representing the benefits of the Pathfinder offering, targeting desired demographics.
5. **Direct Mail** - Direct mail pieces sent to identified geographic and demographic targets with measurable outcomes.
6. **Events** - Promotional events in large, target areas. These events would be run by a school representative and discuss the school's mission and program offering.
7. **Email Campaign** - Series of emails to inform families of school activities, enrollment dates, events, etc. Email content will also be available in Spanish.
8. **Collateral** - Pathfinder specific literature may be provided to prospective families during all school events, promotional events, sponsorships, and partnerships. These materials will be multicultural, and appeal to all socioeconomic groups.
9. **Enrollment Center Support** - Inquiries that are received as a result of marketing tactics will receive a follow-up call from an enrollment center representative for a personal education consultation. During this conversation, the representative will answer the family's questions and provide a detailed overview of the school program to ensure the student's educational and personal needs will be met through the program. The enrollment center team will also be responsible for assisting families through the entire enrollment process including initial application, compliancy documentation collection, course placement and approval.

FY23 - October 2021 submission
IRN No.:
Type of School: E-School
Contract Term:

School Name: Pathfinder Career Academy of Ohio
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended 2023 through 2027, Budget

	Forecasted Revenue												Revenue
	July 2022	August 2022	September 2022	October 2022	November 2022	December 2022	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023	Total FY2023
Operating Receipts	\$ -	\$ -	\$ -	\$ 1,043,745	\$ 303,480	\$ 303,480	\$ 294,972	\$ 277,954	\$ 277,954	\$ 277,954	\$ 277,954	\$ 277,954	\$ 3,335,447
State Foundation Payments (3110, 3211)													
Charges for Services (1500)													
Fees (1600, 1700)													
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)													
Total Operating Receipts	\$ -	\$ -	\$ -	\$ 1,043,745	\$ 303,480	\$ 303,480	\$ 294,972	\$ 277,954	\$ 277,954	\$ 277,954	\$ 277,954	\$ 277,954	\$ 3,335,447
	31% 9% 9% 9% 8% 8% 8% 8% 8%												
	Forecasted Expenses												Expenses
	July 2022	August 2022	September 2022	October 2022	November 2022	December 2022	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023	Total FY2023
Rent	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 30,000
Utilities	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Other Facility Costs	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	16,250
Insurance	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Management Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Sponsor Fee	-	-	-	20,875	6,070	6,070	5,899	5,559	5,559	5,559	5,559	5,559	66,709
Audit Fees	-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
Contingency	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	23,000
Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-
Salaries and Wages	153,622	153,622	153,622	153,622	153,622	153,622	153,622	153,622	153,622	153,622	153,622	153,622	1,843,464
Employee Benefits	51,387	51,387	51,387	51,387	51,387	51,387	51,387	51,387	51,387	51,387	51,387	51,387	616,639
Special Education Services	7,544	7,544	7,544	7,544	7,544	7,544	7,544	7,544	7,544	7,544	7,544	7,544	90,528
Technology Services	48,042	48,042	48,042	48,042	48,042	48,042	48,042	48,042	48,042	48,042	48,042	48,042	576,503
Food Services													\$ -
Other													\$ -
Total Purchased Services	\$ 268,365	\$ 268,365	\$ 268,365	\$ 289,240	\$ 274,435	\$ 274,435	\$ 274,265	\$ 273,924	\$ 273,924	\$ 273,924	\$ 273,924	\$ 288,924	\$ 3,302,093
Surplus/(Deficit)	\$ (268,365)	\$ (268,365)	\$ (268,365)	\$ 754,505	\$ 29,045	\$ 29,045	\$ 20,707	\$ 4,030	\$ 4,030	\$ 4,030	\$ 4,030	\$ (10,970)	\$ 33,354

Attachment 14a- Five Year Forecast-Pathfinder Career Academy of Ohio

FY23 - October 2021 submission

IRN No.:

Type of School: E-School

Contract Term:

School Name: Pathfinder Career Academy of Ohio

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances

For the Fiscal Years Ended 2023 through 2027, Budget

Operating Receipts

State Foundation Payments (3110, 3211)
Charges for Services (1500)
Fees (1600, 1700)
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)

Total Operating Receipts

Operating Disbursements

100 Salaries and Wages
200 Employee Retirement and Insurance Benefits
400 Purchased Services
500 Supplies and Materials
600 Capital Outlay -New
700 Capital Outlay - Replacement
800 Other
819 Other Debt
Total Operating Disbursements

Excess of Operating Receipts Over (Under)

Operating Disbursements

Nonoperating Receipts/(Disbursements)

Federal Grants (all 4000 except fund 532)
State Grants (3200, except 3211)
Restricted Grants (3219, Community School Facilities Grant)
Donations (1820)
Interest Income (1400)
Debt Proceeds (1900)
Debt Principal Retirement
Interest and Fiscal Charges
Transfers - In
Transfers - Out
Total Nonoperating Revenues/(Expenses)

Excess of Operating and Nonoperating Receipts

Over/(Under) Operating and Nonoperating

Disbursements

Fund Cash Balance Beginning of Fiscal Year

Fund Cash Balance End of Fiscal Year

Forecast				
Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027
\$ 3,335,447	\$ 4,460,172	\$ 5,911,631	\$ 6,589,753	\$ 7,599,112
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
\$ 3,335,447	\$ 4,460,172	\$ 5,911,631	\$ 6,589,753	\$ 7,599,112
-	-	-	-	-
\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-
3,302,093	4,441,649	5,852,515	6,523,855	7,523,120
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
\$ 3,302,093	\$ 4,441,649	\$ 5,852,515	\$ 6,523,855	\$ 7,523,120
-	-	-	-	-
\$ 33,354	\$ 18,523	\$ 59,116	\$ 65,898	\$ 75,991
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-
-	-	-	-	-
\$ 33,354	\$ 18,523	\$ 59,116	\$ 65,898	\$ 75,991
\$ 33,354	\$ 66,709	\$ 85,232	\$ 144,347	\$ 210,245
\$ 66,709	\$ 85,232	\$ 144,347	\$ 210,245	\$ 286,237

Assumptions

Staffing/Enrollment

Total Student FTE
Instructional Staff - GenEd, SPED, ELL
Administrative Staff
Other Staff - Success Coaches/Counselor

Purchased Services

Rent
Utilities
Other Facility Costs
Insurance
Management Fee
Sponsor Fee
Audit Fees
Contingency
Transportation
Legal
Marketing
Consulting
Salaries and Wages
Employee Benefits
Special Education Services
Technology Services
Food Services
Other
Total

Financial Metrics

Debt Service Payments
Debt Service Coverage
Growth in Enrollment
Growth in New Capital Outlay
Growth in Operating Receipts
Growth in Non-Operating Receipts/Expenses
Days of Cash

Forecast				
Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027
550	725	950	1050	1200
22	29	38	42	48
7	7	7	7	7
5	7	8	9	10
\$ 30,000.00	\$ 30,900.00	\$ 31,827.00	\$ 32,781.81	\$ 33,765.26
6,000.00	6,182.73	6,371.02	6,565.05	6,764.98
16,250.00	14,168.75	14,600.25	15,044.90	15,503.08
36,000.00	36,065.91	37,164.28	38,296.10	39,462.39
-	-	-	-	-
66,708.94	89,203.44	118,232.62	131,795.05	151,982.23
15,000.00	15,456.82	15,927.55	16,412.61	16,912.45
-	-	-	-	-
-	-	-	-	-
5,000.00	5,150.00	5,304.50	5,463.64	5,627.54
-	-	-	-	-
-	-	237,938.30	264,878.87	418,759.06
1,843,463.64	2,298,508.45	2,859,031.89	3,204,130.12	3,633,081.30
616,638.59	768,851.08	956,346.17	1,071,781.52	1,215,265.69
90,528.35	113,936.94	144,771.59	161,705.13	185,996.26
576,503.30	1,063,225.03	1,425,000.00	1,575,000.00	1,800,000.00
-	-	-	-	-
\$ 3,302,092.82	\$ 4,441,649.15	\$ 5,852,515.17	\$ 6,523,854.80	\$ 7,523,120.25
\$ -	\$ -	\$ -	\$ -	\$ -
0.00	0.00	0.00	0.00	0.00
0.00%	31.82%	31.03%	10.53%	14.29%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	33.72%	32.54%	11.47%	15.32%
0.00%	0.00%	0.00%	0.00%	0.00%
0.01	0.02	0.01	0.02	0.03
\$ (3,302,092.82)	\$ (4,441,649.15)	\$ (5,852,515.17)	\$ (6,523,854.80)	\$ (7,523,120.25)

Budget uses legacy 2021-22 funding formula assumptions

Budget assumes funded FTE rate of 87%

Assumes 65% of total population is enrolled in CTE courses

Marketing is included in Consulting services

Consulting services are discounted to support the program

CTE funding does not commence until year 2 when grade 11 is added

Attachment 14b- Alternative Ed Academy (OHDELA) Five Year Forecast

FY21 - May 2021 submission
IRN No.: 012684
Type of School: E-School
Contract Term: 2020-06-30

County: Lucas

School Name: Alternative Education Academy
Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ended 2018 through 2020, Actual and
the Fiscal Years Ending 2021 through 2025, Forecasted

	Actual			Forecasted				
	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025
Operating Receipts								
State Foundation Payments (3110, 3211)	\$ 10,963,943	\$ 14,223,292	\$ 14,851,248	\$ 33,600,822	\$ 36,171,289	\$ 38,370,056	\$ 40,702,605	\$ 43,177,081
Charges for Services (1500)	-	-	-	-	-	-	-	-
Fees (1600, 1700)	-	-	-	-	-	-	-	-
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)	20,100	20,100	20,100	205,035	210,601	216,334	222,239	228,321
Total Operating Receipts	\$ 10,984,043	\$ 14,243,392	\$ 14,871,348	\$ 33,805,857	\$ 36,381,890	\$ 38,586,390	\$ 40,924,844	\$ 43,405,402
Operating Disbursements								
100 Salaries and Wages	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
200 Employee Retirement and Insurance Benefits	-	-	-	-	-	-	-	-
400 Purchased Services	11,970,674	15,402,848	17,144,795	36,486,679	41,116,432	40,673,301	43,065,690	45,601,368
500 Supplies and Materials	-	-	-	-	-	-	-	-
600 Capital Outlay - New	-	-	-	-	-	-	-	-
700 Capital Outlay - Replacement	-	-	-	-	-	-	-	-
800 Other	-	-	-	-	-	-	-	-
819 Other Debt	-	-	-	-	-	-	-	-
Total Operating Disbursements	\$ 11,970,674	\$ 15,402,848	\$ 17,144,795	\$ 36,486,679	\$ 41,116,432	\$ 40,673,301	\$ 43,065,690	\$ 45,601,368
Excess of Operating Receipts Over (Under)								
Operating Disbursements	\$ (986,631)	\$ (1,159,456)	\$ (2,273,447)	\$ (2,680,822)	\$ (4,734,542)	\$ (2,086,911)	\$ (2,140,846)	\$ (2,195,966)
Nonoperating Receipts/(Disbursements)								
Federal Grants (all 4000 except fund 532)	\$ 836,923	\$ 1,095,073	\$ 2,087,661	\$ 2,943,796	\$ 5,073,116	\$ 2,443,909	\$ 2,517,226	\$ 2,592,743
State Grants (3200, except 3211)	-	-	-	36,000	-	-	-	-
Restricted Grants (3219, Community School Facilities Grant)	-	8,464	-	-	-	-	-	-
Donations (1820)	-	-	-	-	-	-	-	-
Interest Income (1400)	7,161	11,776	9,286	1,859	1,915	1,972	2,031	2,092
Debt Proceeds (1900)	-	-	-	-	-	-	-	-
Debt Principal Retirement	-	-	-	-	-	-	-	-
Interest and Fiscal Charges	-	-	-	-	-	-	-	-
Transfers - In	-	-	-	-	-	-	-	-
Transfers - Out	-	-	-	-	-	-	-	-
Total Nonoperating Revenues/(Expenses)	\$ 844,084	\$ 1,115,313	\$ 2,096,948	\$ 2,981,655	\$ 5,075,031	\$ 2,445,881	\$ 2,519,257	\$ 2,594,835
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	\$ (142,547)	\$ (44,143)	\$ (176,500)	\$ 300,833	\$ 340,489	\$ 358,970	\$ 378,411	\$ 398,869
Fund Cash Balance Beginning of Fiscal Year	\$ 1,157,773	\$ 1,015,226	\$ 971,083	\$ 794,583	\$ 1,095,416	\$ 1,435,905	\$ 1,794,875	\$ 2,173,286
Fund Cash Balance End of Fiscal Year	\$ 1,015,226	\$ 971,083	\$ 794,583	\$ 1,095,416	\$ 1,435,905	\$ 1,794,875	\$ 2,173,286	\$ 2,572,155

Assumptions

	Actual			Forecasted				
	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025
Staffing/Enrollment								
Total Student FTE	1571	2023	2025	4952	5101	5254	5411	5574
Instructional Staff		15.00	15.00	77.00	77.00	77.00	77.00	77.00
Administrative Staff		2.00	2.00	68.00	68.00	68.00	68.00	68.00
Other Staff								
Purchased Services								
Rent	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utilities	8,967.00	1,140.57	11,285.34	-	-	-	-	-
Other Facility Costs	215,693.00	267,987.72	348,820.91	-	-	-	-	-
Insurance	10,148.00	10,014.65	9,707.70	9,712.00	10,003.00	10,303.00	10,613.00	10,931.00
Management Fee	1,934,529.00	2,996,649.72	6,715,686.19	32,592,798.00	35,086,151.00	37,218,954.00	39,481,527.00	41,881,769.00
Sponsor Fee	321,836.00	394,930.84	410,150.84	803,354.00	864,954.00	917,629.00	973,513.00	1,032,800.00
Audit Fees	5,852.00	7,788.50	8,092.20	8,024.00	8,265.00	8,513.00	8,768.00	9,031.00
Contingency	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-
Legal	90,772.00	36,660.20	28,752.23	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
Marketing	-	-	-	-	-	-	-	-
Consulting	41,175.00	81,087.16	192,593.37	22,100.00	22,125.00	22,150.00	22,175.00	22,200.00
Salaries and Wages	3,963,510.00	4,924,458.79	5,406,447.63	-	-	-	-	-
Employee Benefits	978,623.00	1,215,889.44	1,458,759.39	-	-	-	-	-
Special Education Services	3,206,193.00	3,983,531.38	1,780,826.03	-	-	-	-	-
Technology Services	1,193,376.00	1,482,708.61	773,673.65	-	-	-	-	-
Food Services	-	-	-	-	-	-	-	-
Other	-	-	-	3,020,691.00	5,094,934.00	2,465,752.00	2,539,094.00	2,614,637.00
Total	\$ 11,970,674.00	\$ 15,402,847.58	\$ 17,144,795.48	\$ 36,486,679.00	\$ 41,116,432.00	\$ 40,673,301.00	\$ 43,065,690.00	\$ 45,601,368.00
Financial Metrics								
Debt Service Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service Coverage	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Growth in Enrollment	0.00%	28.77%	0.10%	144.54%	3.01%	3.00%	2.99%	3.01%
Growth in New Capital Outlay	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Growth in Operating Receipts	0.00%	29.67%	4.41%	127.32%	7.62%	6.06%	6.06%	6.06%
Growth in Non-Operating Receipts/Expenses	0.00%	32.13%	88.01%	42.19%	70.21%	-51.81%	3.00%	3.00%
Days of Cash	0.10	0.07	0.06	0.02	0.03	0.04	0.04	0.05

Assumptions Narrative Summary

Fiscal Year 2021-2025 Projected Debt					
Description	Beginning Year Balance	Principle Retirement	Interest Expense	Ending Year Balance	Debitor/ Creditor
FTE Review	\$ -	\$ -	\$ -	\$ -	
Loan A	\$ -	\$ -	\$ -	\$ -	
Loan B	\$ -	\$ -	\$ -	\$ -	
Line of Credit	\$ -	\$ -	\$ -	\$ -	
Notes, Bonds	\$ -	\$ -	\$ -	\$ -	
Capital Leases	\$ -	\$ -	\$ -	\$ -	
Payables (Past Due 180+ days)	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	

*FY2018 Through FY2020 From Audited Financials

*The School Fund Balance and Accounting is Maintained On An Accrual Basis Annually Excluding Gasb 68 and 75

*FTE Expected To Be 4952 in FY2021 and Grow At 3% For the Remaining Years

*State Basic Foundation Is Calculated By Multiplying the FTE To the Per Pupil Blended Average Revenue Amount, As According To the Community Settlement Reports, or \$6,826.71 Per Pupil.

*Facilities Funding Will Be \$250/FTE for FY21-25

*Opportunity Grant Funding Will Be \$6,020/FTE in FY21 Onwards

*Management Fees Will Remain at 97% of Total Operating Revenues

*Management Agreement with ACCEL

*School Management Contract Expires 6/30/23

*Other Operating Revenues Include Miscellaneous Student Deposits for Fundraisers and Field Trips

*Salaries and Wages Are a Purchased Service From the Management Company

*The School Has No Benefits Due To Its Management Relationship

*Rent Is Handled As Part of the Management Fee

*Utilities Are Handled As Part of the Management Fee

*Other Facility Costs Are Handled As Part of the Management Fee

*Insurance Includes D&O And General Liability Insurance Premiums. Anticipated To Increase By 3% Per Year

*Sponsor Fees Expected To Remain at 2.4% of Basic Foundation Aid with **OCCS**

*Transportation Costs Are Handled As Part of the Management Fee

*Marketing Services Are Handled As Part of the Management Fee

*Consulting Services invlude Marcum LLP Treasury, Jeff Foster, Services through FY2025

*The School Has No Other Purchased Services Due To the Contract Arrangement with the Management Company

*The School Has No Supplies and Materials Costs Due To the Contract Arrangement with the Management Company

*The School Does Not Anticipate Any Capital Outlay Costs

*Other Operating Disbursements Include Bank Fees, Membership Fees, Any Non-Instructional Board Expenses, and other Miscellaneous Costs Not Classified In Any Other Category

*Grant Funding Will Increase With FTEs But Anticipates the Loss in FY2023 of the ESSER Grant.

*The School Anticipates Total Expenditures Per FTE To Be The Following Over The Next 5 Years; **FY2021 - \$7,395.11, FY2022- \$8,089.42, FY2023- \$7,771.13, FY2024- \$7,988.63, FY2025 \$8,212.67**

*The School Has No Debt and Does Not Foresee Any Debt

*Management Company Reimbursed the School For Treasury Services

*Board Stipends Will Be **\$125** Per Meeting Through FY2025

*The School Will Not Have State Grants FY2022 Onwards

*As defined by the contractual management agreement discussed above, the school is responsible for purchased services relating to board funded expenses, director & officers insurance, auditing/treasury services, legal services, and board member stipend payments. All other expenditures are the responsibility of the Management Company



1650 Tysons Boulevard, Suite 600, McLean, VA 22102

October 27, 2021

Dear Pathways Career Academy of Ohio Board of Trustees,

We look forward to Pathways Career Academy of Ohio's ("School") application being granted and formalizing our partnership. Please consider this letter a commitment from ACCEL Schools on behalf of its subsidiary, Accel Online East LLC, a Delaware limited liability company, to perform the following functions:

- Provide state and federal grant writing support to pursue and secure charter school grant funds to cover the School's start-up costs.
- Provide an optional line of credit loan agreement to the School for any start-up costs not covered by grant funds. Should the School choose to take the loan, the School will repay the loan with interest, calculated annually at 5.25%, when it has the resources to do so, which is anticipated to be within the first four years of operations.

We assure you and your authorizer that the School will have sufficient funds to launch and start operations before beginning to receive state and federal funding per enrolled student.

Warmest Regards,

A handwritten signature in black ink, appearing to read "Steve Goetzinger", written over a horizontal line.

Steve Goetzinger
Executive Vice President
Accel Schools



2019-2020 SPONSOR ANNUAL REPORT

EXECUTIVE SUMMARY

The Ohio Council of Community Schools (OCCS) is a statewide community school sponsor with a mission of being a student-centered organization, advocating excellence in education through strategic partnerships. During the 2019-2020 school year, OCCS sponsored 47 schools with a combined enrollment of over 30,000 students. With over 20 years of experience to draw upon, OCCS understands the importance of its role as a sponsor in monitoring academic, financial, organization and operational performance, and legal compliance, while promoting quality, transparency, and accountability among all schools.

OCCS uses various methods to evaluate the school's performance including published tests and other academic scores such as the Ohio Department of Education (ODE) Local Report Card (LRC) and supporting data. OCCS regional representatives visit our partner schools regularly ensuring compliance with federal, state, and contractual requirements.

The OCCS Sponsor Annual Report evaluates and summarizes 2019-2020 performance and compliance of sponsored schools in four categories: Academic Performance, Financial Performance, Organization and Operational Performance, and Legal Compliance. The results of this monitoring for the 2019-2020 school year are published in the 2019-2020 OCCS Annual Report herein, also available after November 30 at www.ohioschools.org. The Annual Report fulfills the statutory reporting requirements of Ohio Law.

PERFORMANCE RATINGS

OCCS provides rigorous oversight, monitoring, and technical assistance to our sponsored schools. Our processes and protocols align to the standards set forth in the Ohio Community School Sponsor Evaluation. In the 2019-2020 school year, OCCS received ratings of Exceeds Expectations for both Compliance and Quality Practices categories.

Each contract executed by OCCS contains a Performance and Accountability Plan which sets out the performance standards and/or performance requirements to be measured annually in the four categories. Using the Performance and Accountability Plan as a guide for measures and goals, OCCS collects information monthly to determine how each school is performing in the four categories. OCCS Regional Representatives and other staff gather necessary data through a variety of activities and reports, including:

- Monthly on-site visits to schools, including two comprehensive site visits, and thorough tri-annual walk-throughs;

- Attendance at community school governing authority meetings, where Regional Reps report on compliance status and the findings during the school visits;
- Monthly financial reviews;
- Ongoing reviews of assessment data highlighting student achievement and growth;
- Ongoing reviews of state and federal law compliance, including special education, academics, operations, and finance;
- Ongoing technical assistance delivered by trained and experienced staff;
- Reviews of compliance documents electronically submitted to the OCCS compliance tracking database; and,
- Reviews of monthly reports from school leaders which detail student enrollment and withdrawals, number of students receiving special education services, suspensions, expulsions, staff changes, school events, and other data points.

OCCS uses the criteria described below to determine whether a school *Exceeds*, *Meets*, or *Did Not Meet* the expected performance level in each of the four required areas.

ACADEMIC PERFORMANCE

OCCS rated each school's academic performance using information based on the following:

1. Objective and overall academic scores/ratings;
2. Comparison data; and/or,
3. Determinations of presence on state-mandated closure watch list due to academic underperformance.

Exceeds: The school receives this rating if the school's scores do not place it on the closure watch list and it meets the requirements in goal one for two consecutive years or receives a B or better in a given year.

Meets: The school receives this rating if the school's scores do not place it on the closure watch list and it meets the requirements in goal one or two for the current year.

Did Not Meet: The school receives this rating if the school's scores place it on the closure watch list or if it fails to meet the requirements in goals one and two for the current year.

FINANCIAL PERFORMANCE

OCCS rated each school's financial performance using information from the following indicator areas:

1. Total margin (operating within available revenue resources);
2. Assets to liabilities;
3. Unplanned decrease in enrollment;

4. Five-year forecast review; and,
5. Audit results.

Exceeds: The school receives this rating if it meets the requirements for four out of five of the financial performance indicators for two consecutive years.

Meets: The school receives this rating if it meets the requirements for a majority of the financial performance indicators.

Did Not Meet: The school receives this rating if it fails to meet the requirements for a majority of the financial performance indicators.

ORGANIZATION AND OPERATION PERFORMANCE

OCCS rated the school's organization and operational performance based on combined information showing how successfully the governing authority executed its governance duties in the following indicator areas:

1. Conducted the required number of meetings;
2. Maintained the required number of members;
3. Fulfilled member training requirements;
4. Filed conflict of interest statements for all members annually; and,
5. Successfully completed the school mission-specific goal or the governing authority goal.

Exceeds: The school receives this rating if it meets the requirements in all five of the indicator areas for two consecutive years.

Meets: The school receives this rating if it meets the requirements in four of the five indicator areas.

Did Not Meet: The school receives this rating if it fails to meet the requirements in four of the five indicator areas.

LEGAL COMPLIANCE

OCCS rated the school's legal compliance based on how well the governing authority and school adhered to state and federal statutes and the community school contract using the following indicators:

1. A substantiated compliance rate of at least 96% as outlined by the Ohio Department of Education on the Community School Sponsor Evaluation;
2. A compliance rate of 96% for all applicable laws and rules as outlined by the Ohio Department of Education and OCCS.
3. Submission of the school's Annual Report by October 31;

4. Receiving a rating of “Needs Assistance” or better on Ohio’s Local Education Agency Special Education Performance Determination; and,
5. School safety plan and blueprint is appropriately submitted and filed with the Ohio Attorney General.

Meets: The school receives this rating if it meets the compliance rate for indicators one and two AND met the requirements of two of the last three indicators.

Did Not Meet: The school receives this rating if it fails to meet the compliance rate for indicators one OR two or fails to meet the requirements of two of the last three indicators.

SUMMARY

During the 2019-2020 school year, OCCS sponsored 47 community schools. OCCS is pleased to report that:

- 47 schools received a rating of *Meets* or better in four areas;
- 47 schools received a rating of *Meets* or better in three or more areas; and,
- 43 schools received a rating of *Exceeds* in at least one area.

2019-2020 Sponsor Annual Report

School and IRN	Grade Levels	Academic Performance	Fiscal Performance	Organization and Operation	Legal Compliance
Akron Preparatory School 013254	K-8	Meets	Meets	Exceeds (Met all goals for two consecutive years)	Meets
Alternative Education Academy 143396	K-12	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Exceeds (Met all goals for two consecutive years)	Meets
Arts and College Preparatory Academy 143610	7-12	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Exceeds (Met all goals for two consecutive years)	Meets
Canton College Preparatory School 013255	K-8	Meets	Meets	Exceeds (Met all goals for two consecutive years)	Meets
Canton Harbor High School 000525	9-12	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Exceeds (Met all goals for two consecutive years)	Meets
Cascade Career Prep High School 008063	9-12	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Meets	Meets
Central Academy of Ohio 009164	K-7	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Exceeds (Met all goals for two consecutive years)	Meets
Clay Avenue Community School 009181	K-8	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Meets	Meets
Cleveland Arts and Social Sciences Academy 007995	K-8	Meets	Meets	Exceeds (Met all goals for two consecutive years)	Meets
Cleveland College Preparatory School 012010	K-8	Meets	Exceeds (Met 4 of 5 goals for two consecutive years)	Meets	Meets

Compliance Internet or Computer Based Schools- Pathfinder Career Academy of Ohio

Attendance and Engagement

Accel support personnel have significant experience with compliance requirements in Ohio for site-based, DOPR, and internet or computer-based schools. Dr. Shannon Slutman, Ph.D. leads the Accel compliance and reporting department and is supported by the ACCEL data analytics team. Pathway Career Academy of Ohio (PCA) will have an Operations Manager who will serve as the Attendance Officer and State Testing Coordinator. Dr. Slutman's team along with the Accel Online School Operations team will work with this person to ensure all state reporting is done properly.

Regarding understanding the attendance rule for internet or computer-based community schools, this is Accel's 3rd year operating OHDELA (Alternative Education Academy) and the school has had successful ADM audits each year with ODE.

In the following pages, is the draft PCA Attendance and Truancy Policy that adheres to ORC 3314.261. This policy defines instructional activities and attendance requirements per this law. It also aligns with ODE's most recent guidance on Student Attendance Requirements at Internet or Computer-Based Community Schools (also included).

Accel's SIS system, PowerSchool, is already customized with Ohio specific reports that provide PCA the required attendance tracking and data reports to support this requirement. We would be happy to demonstrate the student engagement, attendance, and data reporting tools in the ACCEL Management Platform for Education (AMP) system to CSS staff. For now, we have included several slides showing screenshots of Accel's tools for monitoring, recording, and reporting attendance and student engagement.

State testing plan:

The Operations Manager will be responsible for testing security and administration and will work closely with the Head of School and ACCEL School Operations and Technology Teams to ensure that all school state testing locations are properly set up for online administration of the assessments. No family will be required to drive more than 50 miles from their home for their student to participate in state testing. The Operations Manager will also support teachers in ensuring that all of their students are tested. He/She will work with the AMP systems team to customize the state testing participation tracking tool so that PCA staff can track which students have completed their testing by grade level and subject. The Operations Manager will also ensure that all Test Security procedures outlined in the ODE Test Administration Manual will be followed throughout all test administrations.

All students will take state-mandated assessments, and equal access to testing will be provided for students with disabilities. Students/Parents/Guardians will be provided information on each of their student's required state tests for that school year and will be asked to commit to a state testing site early. This will allow the school to plan properly for the number of tests by location but also allowing the students/parents/guardians to plan for transportation to/from the testing sites. The school handbook will also provide a list of required state assessments.

Teachers will also communicate with their students and parents/guardians about positive aspects of assessment, reinforcing the importance and value of their student's participation. Tests will be administered by state-certified Pathfinder teachers, supplemented by state-certified contractors if or when needed.

**PATHFINDER CAREER ACADEMY OF OHIO
ATTENDANCE and TRUANCY POLICY - DRAFT**

The Board of Directors adopts this policy for the purpose of guiding the School's operator and School staff in addressing and ameliorating student absences. The School will track the attendance of its students.

Attendance

A student is considered in attendance when they satisfy either of the following conditions:

- The student participates in at least 90% of the instructional activities offered by the School in that school year; or
- The student is on pace for on-time completion of any course in which the student is enrolled. The School has defined on pace to mean the student is currently earning a passing grade in any course in which the student is enrolled.

Instructional activities mean the following classroom-based or non-classroom-based activities that a student is expected to complete, participate in, or attend during any given school day:

- Online logins to curriculum or programs;
- Offline activities;
- Completed assignments within a particular program, curriculum, or class;
- Testing;
- Face-to-face communications or meetings with School staff or service providers;
- Telephone or video conferences with School staff or service providers
- Other documented communication with School staff or service providers related to School curriculum or programs.

If a student is not considered in attendance, they shall be considered absent for those hours of instructional activities offered by the School in that school year in which the student does not participate.

The attendance officer or assistant shall investigate possible attendance violations and is authorized under Ohio law to take necessary actions in order to enforce the compulsory education laws, including the ability to serve warrants and enter places where students are employed.

The attendance officer or their assistant shall examine any case of supposed truancy within the School and shall warn the child, if found truant, and their parent or guardian, in writing, of the legal consequences for being truant as outlined below.

30 or More Cumulative Hours of Absence

In the event that a student has 30 or more hours of unexcused absences in any semester, the School shall submit a written report to the student's parent, guardian, or custodian.

A student shall become subject to certain consequences, including disenrollment from the School, if both of the following conditions are satisfied:

- If after the parent, guardian, or custodian receives written report, as specified above, the student fails to comply with this Truancy Policy within two weeks;

AND

- Intervention strategies (listed below) fail to cause a student's attendance to comply with the Truancy Policy.

Intervention Strategies: The School may implement one or more intervention strategies, including but not limited to, the following:

1. Providing counseling for truant students;
2. Requiring the parent and student to participate in the creation and implementation of an individualized Student Success Plan;
3. Requesting or requiring a parent/guardian to attend parental involvement programs;
4. Requesting or requiring a parent/guardian to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles; and/or
6. Taking necessary or required legal actions.

Interventions will be applied to best serve the student and the School on a case-by-case basis. Intervention periods should not exceed two weeks. After two weeks, the student will be re-evaluated as to whether they meet the attendance standards. If the student is not meeting the attendance requirements at that point he or she may be disenrolled.

If the School disenrolls a student due to this policy, the student shall not be eligible to enroll in this School for one school year. The School shall provide the student's parent, guardian, or custodian with a list of alternative educational options, and, within 48-hours of the student's disenrollment the School shall notify the student's resident school district in writing of the disenrollment.

Habitual Truancy

“Habitual truants,” are defined as students that are absent without legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year. In the event a student meets the threshold for habitual truancy, the School shall implement one or more of the intervention strategies listed above.

Complaints in Juvenile Court for Habitual Truancy

A habitually truant student’s continued absence and/or failure to participate and make satisfactory progress after the implementation of one or more of the above intervention strategies may require the attendance officer to file a complaint in juvenile court, naming both the student and the student’s parent, guardian, or other person having care of the student and alleging that the student is an unruly child based on habitual truancy. Any such complaint shall be made in accordance with timelines and conditions established by law.

Mandatory Withdrawal

Any student that without a legitimate excuse fails to attend seventy-two (72) consecutive hours will be automatically withdrawn from the school.

Special Education Students

When a student receiving Special Education services through an Individualized Education Plan (IEP) is in violation of this policy, consultation with the School’s Special Education Manager shall occur before any interventions are implemented. All follow up actions will be taken in accordance with IDEA.

Reporting

The School shall track and report relevant truancy information to the Department of Education as required by law.

Office of Community Schools

Student Attendance Requirements at Internet- or Computer-Based Community Schools

OVERVIEW OF CHANGES IN HOUSE BILL 409

House Bill 409, which became effective April 12, 2021, created new requirements for internet- or computer-based community schools (e-schools) that are not implementing a Dropout Prevention and Recovery program. [Ohio law](#) provides the following guidance:

- The law applies only to internet- or computer-based community schools **not** implementing Dropout Prevention and Recovery programs;
- It includes a definition for “instructional activities” to be used for attendance purposes in an internet- or computer-based community school that is subject to this section;
- The law provides required updates to schools’ attendance policies that outline when students will be considered in attendance based on the definition of “instructional activities”;
- It includes the requirement for schools to develop policies regarding failure to participate in instructional activities; and
- It prohibits students unenrolled from an internet- or computer-based community school subject to this section of code from re-enrolling in the school for the remainder of the school year (see update below).

Instructional Activities

Instructional Activities are defined in statute as classroom-based or non-classroom-based activities that a student is expected to complete, participate in or attend during any given school day. They include:

1. Online logins to curriculum or programs;
2. Offline activities;
3. Completed assignments within a particular program, curriculum or class;
4. Testing;
5. Face-to-face communications or meetings with school staff or service providers;
6. Telephone or video conferences with school staff or service providers;
7. Other documented communication with school staff or service providers related to school or programs.

Attendance Requirements

Each internet- or computer-based community school subject to HB 409 must specify that a student is considered in attendance at the school when the student either:

- a. Participates in at least 90% of the hours of instructional activities offered by the school in that school year; or
- b. Is on pace for on-time completion of any course in which the student is enrolled. The school’s attendance policy must define “on pace for on-time completion.”

When considering participation of the student under (a.) above, it is important to realize the number of instructional hours offered to the student for the year. If the student enrolled in the school during the school year, the student would not have the opportunity to participate in all the instructional hours *offered by the school* in that year. Therefore, determinations of participation should be made on the number of instructional hours possible for that student depending on the student’s period of enrollment.

In determining on pace for on-time completion, schools should consider the specific requirements for each course and would want to provide as much flexibility within the definition as possible. There may not be a one-size-fits-all

approach in defining on pace for on-time completion and schools should carefully consider what factors determine if a student is on pace for completion.

If a student has **30 or more hours of unexcused absences in any semester**, the school must provide the student's parent, guardian or custodian written notification of that fact. This requirement is in addition to provisions outlined in [Ohio's attendance laws](#).

Changes to Policy for Failure to Participate in Instructional Activities

Most community schools already have engagement policies and absence intervention policies aligned to the expectations outlined in Ohio's attendance laws¹ applicable to community schools. The new law outlines requirements for internet- or computer-based community schools to include that a student is subject to certain consequences, including disenrollment from the school, if both of the following conditions are satisfied:

1. After the student's parent, guardian or custodian receives written notification of the student's absences, the student fails to comply with the policy within a reasonable period of time specified by the school;
2. Other intervention strategies contained in the policy fail to cause the student's attendance to comply with the policy.

At a minimum, the policy must indicate notification will be provided for any student with 30 or more hours of unexcused absences in any semester, outline the consequences that can lead to disenrollment from the school and establish the intervention strategies the school will implement for students in danger of being disenrolled. We encourage schools to use the processes outlined in the Department's [Ohio's Attendance Laws guidance](#). [Ohio's Whole Child Framework](#) provides interventions that may be used to address barriers to regular student attendance.

Update: Prohibition on Re-Enrollment in the Same Internet- or Computer-Based Community School

House Bill 110 modified this requirement from the version passed in House Bill 409. Previously, if a student was disenrolled from an internet- or computer-based community school pursuant to the adopted policy, a student was prohibited from enrolling in another internet- or computer-based community school (unless the internet- or computer-based community school was a Dropout Prevention and Recovery school) for a period of one year. - House Bill 110 limited the prohibition to only preventing a student from re-enrolling in the same internet- or computer-based community school for the remainder of the school year.

Frequently Asked Questions

Q: How does this new requirement impact habitual truancy as defined in [ORC 3321.191](#)?

A: Habitual truancy will look at the accumulation of hours (both excused and unexcused) and trigger an absence intervention plan. An outcome of the absence intervention plan could be disenrollment as part of other intervention strategies listed above. Schools should carefully consider both requirements when revising their policies.

Q: [ORC 3314.261\(C\)](#) has the language "Notwithstanding section 3321.191 of the Revised Code, each internet- or computer-based community school shall develop and adopt a policy regarding failure to participate in instructional activities." Does this mean the school must create a new policy or can the school modify an existing policy?

A: The board must adopt a policy regarding failure to participate in instructional activities. Modifying an existing policy to meet the requirement and ultimately adopting the policy by the governing authority would satisfy the expectations for that part of the law.

Q: Does this new requirement apply to an internet-based community school opening for the first time and/or seeking the designation as a Dropout Prevention and Recovery program? What happens if my internet-based

¹ Sections [3321.01](#), [3321.041](#), [3321.13](#), [3321.14](#), [3321.141](#), [3321.17](#), [3321.18](#), [3321.19](#), [3321.191](#)

school currently has the designation, however does not meet the requirements under ORC 3314.17 for the current school year? Do the requirements under ORC 3314.261 apply?

A: The Department provides preliminary designations in early August and confirms the status in January. A newly opening internet-based community school and/or a school seeking the designation as a Dropout Prevention Program would be expected to meet the expectations in ORC 3314.261 until the designation is confirmed in January. At that time, the school can update its attendance policy to align to the expectations of ORC 3321.191. If an internet-based community school no longer meets the requirements and does not have the designation as a Dropout Prevention and Recovery Program, the school would be subject to the requirements under ORC 3314.261 upon notice it will no longer receive the alternative report card under ORC 3314.17.



ACCEL Schools - Virtual School Attendance, Engagement, and Reporting Tools



Offline Activities & The Offline Tracker

Hard work happens outside the classroom too! Be sure to submit your offline time for the week. We encourage you to log this time every day, but you can also enter your time at the end of the week.

1. Independent Reading! Read your favorite book or magazine (20 minutes a day, 100 minutes a week).
2. Spelling Flashcards (10 minutes a day, 50 minutes a week).
3. Sight Words Practice (10 minutes a day, 50 minutes a week)
4. Write about each day (10 minutes a day, 50 minutes a week)



Activity Log for English 3A - 1					Log Offline Time
Name	Start Time	Time Spent	Suggested Time	Status	
Wed, September 1, 2021					
Reading	09/01/21 12:05pm	2h 50m	-	✓ Approved (2h 50m) 09/01/2021	
Description: I finished the book "Six Crimson Cranes". From page 252 to 456, and chapters Twenty-Four to Forty. It was a pretty great book, and I would definitely read it again.					
Tue, August 31, 2021					
Reading	08/31/21 3:50pm	1h 10m	-	✓ Approved (1h 10m) 08/31/2021	
Description: Still reading "Six Crimson Cranes". From pages 168 to 252, which were from chapters Seventeen to Twenty-Four.					
Reading	08/31/21 1:50pm	1h 10m	-	✓ Approved (1h 10m) 08/31/2021	
Description: Continued reading "Six Crimson Cranes". I read from pages 82 to 168, which were from chapters Eight to Seventeen.					



Offline Tracker Teacher View

Inbox 12

Activities

Add Time

All Students

<input type="checkbox"/> Student	Activity	Activity Type	Start Time	Suggested Time	Time Spent	Approved Time	
Thu, September 2, 2021							
<input type="checkbox"/> [Redacted]	Community Service Letter Writing		09/01/21 9:30am	-	2h	2h 0m	✓ ✗
Description: Writing letters to my neighbors about the good news of Jehovah God's Kingdom.							
Wed, September 1, 2021							
<input type="checkbox"/> [Redacted]	Reading	Reading Book/Material	09/01/21 4:00pm	-	1h	1h 0m	✓ ✗
Description: I read The Escape Room for an hour.							
<input type="checkbox"/> [Redacted]	reading	Reading Book/Material	09/01/21 2:00am	-	2h	2h 0m	✓ ✗
Description: started reading kite runner							
<input type="checkbox"/> [Redacted]	Reading	Reading Book/Material	09/01/21 8:00am	-	1h 30m	1h 30m	✓ ✗
Description: Read 2 chapters of "14 Ways to Die"							
<input type="checkbox"/> [Redacted]	Workbook	Workbook Completion	09/01/21 8:30am	-	0h 20m	0h 20m	✓ ✗
Description: Completed 4.1							
<input type="checkbox"/> [Redacted]	Reading	Reading Book/Material	09/01/21 2:30pm	-	1h 30m	1h 30m	✓ ✗
<input type="checkbox"/> [Redacted]	Reading	Reading Book/Material	09/01/21 7:30pm	-	1h	1h 0m	✓ ✗
Description: Read "you are a bada** everyday" for an hour and journaled							

Attendance

8/26-8/30					9/2-9/6					9/9-9/13					9/16-9/20					9/23-9/27					
M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M
					-																				
300	300	300	300	300		300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300
P	P	P	P	P		P	P	P	P	P	P	P	UN2	P	P	UN1	P	P	UN1	P	P	P	UN4	UN1	P

Absence Date	School	Attendance Code	Excused Status	Time Absent in Hours and Minutes
09/12/2019	ODA	UN2 (Unexcused 2 or less hours)	Unexcused	1:44
09/17/2019	ODA	UN1 (Unexcused 1 hour or less)	Unexcused	0:09
09/20/2019	ODA	UN1 (Unexcused 1 hour or less)	Unexcused	0:27
09/26/2019	ODA	UN4 (Unexcused for 4 or less hours, but present for 1 or more)		

Attendance

Reports Daily Consecutive Absences

Function	Description
Teacher Attendance Submission Status	Graphical view of attendance status by teacher by day.
PowerTeacher Attendance	Report showing which teachers have not taken attendance.
Absentee Report	Single day period by period attendance code report.
Search by Grades/Attendance	Searches currently selected students by grades, citizenship, attendance, etc.
Attendance Count	Multi-day period by period attendance code report.
Consecutive Absences	Report detailing consecutive student absences by absence code.

Student Engagement

Last Name Starts With

All values (26)

- | | | |
|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> A | <input type="radio"/> J | <input type="radio"/> S |
| <input type="radio"/> B | <input type="radio"/> K | <input type="radio"/> T |
| <input type="radio"/> C | <input type="radio"/> L | <input type="radio"/> U |
| <input type="radio"/> D | <input type="radio"/> M | <input type="radio"/> V |
| <input type="radio"/> E | <input type="radio"/> N | <input type="radio"/> W |
| <input type="radio"/> F | <input type="radio"/> O | <input type="radio"/> Y |
| <input type="radio"/> G | <input type="radio"/> P | <input type="radio"/> Z |
| <input type="radio"/> H | <input type="radio"/> Q | <input type="radio"/> |
| <input type="radio"/> I | <input type="radio"/> R | |

Date Selection by Day

< > **AUGUST 2019**

Presets

S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Date	Hours	Time Missed	Code
2019-09-17	7.92	0.00	P

Date	Hours	Time Missed	Code
2019-09-17	1.80	3.20	UN4

Daily Engagement/Class

Class	Minutes	Time In Hrs
Consumer Math A - 1	91.00	1.52
Algebra II A - 1	108.00	1.80
Environmental Science A - 1	70.00	1.17
English 3B - 1	69.00	1.15
Total	338.00	5.64

Daily Engagement/Class

Class	Minutes	Time In Hrs
Social Studies Gr 8 A - 8A Martin	124.00	2.07
Math Gr 8 A - 8A	65.00	1.08
English Language Arts Gr 8 A - 8A	151.00	2.52
Science Gr 8 A - 8A	135.00	2.25
Total	475.00	7.92

School Performance Reports

Power BI School Performance Reports

School Performance Reports

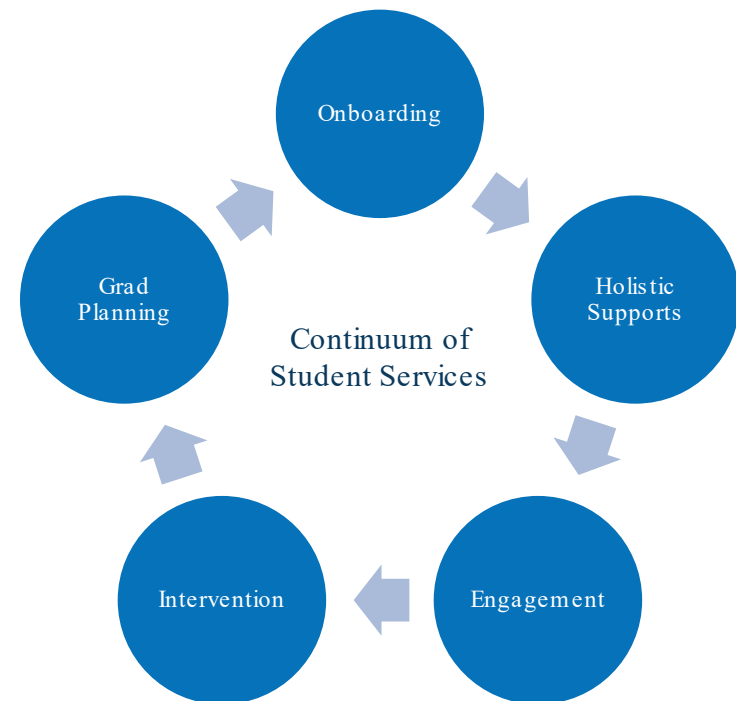
	Name	Type	Owner	Refreshed
	Analysis-Engagement	Report	School Performance ...	9/2/21, 7:41:31 AM
	Analysis-Student Grade	Report	School Performance ...	9/2/21, 7:41:31 AM
	Analysis-Student Testing Center	Report	School Performance ...	9/2/21, 7:41:31 AM
	Reports-Attendance	Report	School Performance ...	9/2/21, 7:41:31 AM
	Reports-Curriculum Activity	Report	School Performance ...	9/2/21, 7:41:31 AM
	Reports-Live Class Sessions	Report	School Performance ...	9/2/21, 7:41:31 AM
	Reports-Offline Time	Report	School Performance ...	9/2/21, 7:41:31 AM
	Reports-Student Course Grade Detail	Report	School Performance ...	9/2/21, 7:41:31 AM
	Reports-Student Detail	Report	School Performance ...	9/2/21, 7:41:31 AM
	Reports-Student Population Map	Report	School Performance ...	9/2/21, 7:41:31 AM
	Reports-Teacher Detail	Report	School Performance ...	9/2/21, 7:41:31 AM

Report Descriptions

Name	Description
Analysis-Engagement	Analysis of student engagement percent in association with courses passed and unexcused hours
Analysis-Student Grade	Analysis of students with failing grades in relation to student cohort starts, teachers, courses
Analysis-Student Testing Center	Analysis of what testing sites are closest to students based on their home zip codes
Reports-Attendance	Views on last login, inactive days, attendance codes by the week, weekly hours, attendance summary
Reports-Curriculum Activity	Information on student activity in various tools
Reports-Live Class Sessions	Views on how much time students have spent in live sessions along with trends on busiest times of the day
Reports-Offline Time	Views on how much offline time students have submitted and details on pending approvals
Reports-Student Course Grade Detail	Views on student grades students are achieving in their courses
Reports-Student Detail	General information on students including start date and first login as well as details on withdrawn students
Reports-Student Population Map	Location of students by zip code
Reports-Teacher Detail	General information on teachers

Student Services

- Engagement
 - Needs Assessment
 - School Model Framework Development
 - Orientation and Onboarding
 - Absentee & Prevention Programming
- Student Support
 - SEL curriculum delivered weekly in homeroom
 - Subject Matter Expert Support of School Training Plans
 - Consultation and Professional Learning
 - Intervention & Engagement Strategies
- Reporting
 - Data Review and Analysis
 - Continuous Improvement Cycle



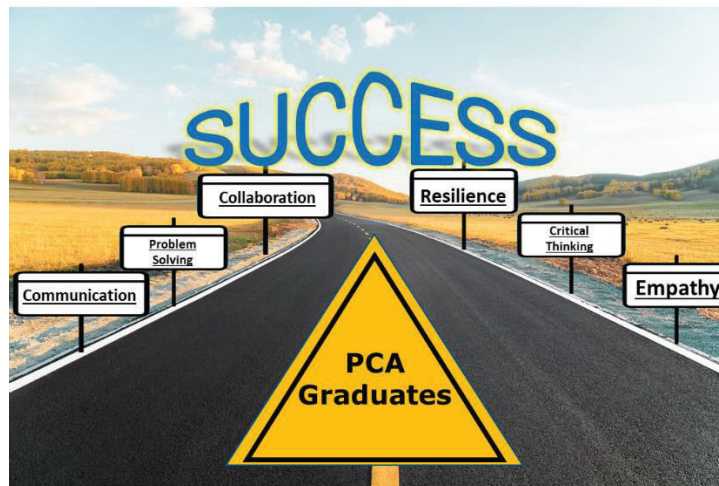
School Name:	Pathfinder Career Academy of Ohio	Date:	October 29, 2021
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6.3a Mission, Vision, Philosophy

The mission should answer the question *why do we exist?* The vision should answer the question *what do we hope to become?* Likewise, a school's philosophy should answer the question *what do we value and believe about educating students?*

Mission	6.3a	1) MISSION (Why do we exist?): State the school's clear, <i>concise</i>, and compelling mission statement that describes its specific intent/purpose. Specifically address how online learning will be the focus of the school.
The mission of Pathfinder Career Academy is to provide learner-centered, individualized pathways to success for Ohio students, connecting them to their community and partners around the state, preparing them for career success, and enabling them to fulfill their promise.		
Vision	6.3a	2) VISION (What we hope to become?): State the school's clear, <i>concise</i>, and compelling vision statement that describes the anticipated operation, function and success of the school over time.
PCA's vision is to provide every student in Ohio access to a learner-centered, world-class, career-focused education that gives them the opportunity to graduate with real-world experience, a credential, and/or a degree and sets them on a path for life-long success.		
Philosophy	6.3a	3) PHILOSOPHY (What do we value and believe about educating students?) State the school's clear, <i>concise</i>, and compelling philosophy that describes the values and beliefs by which the school will operate.
Pathfinder Career Academy (PCA) is a student-centered organization dedicated to helping ALL students succeed and find their path to a successful career and future. At PCA, we believe that it takes a holistic approach to put students on the path to lifelong success, and our philosophy and school model embody that approach. PCA's "North Star" is our Portrait of a PCA Graduate, which outlines the competencies that PCA focuses on instilling in PCA students throughout their school experience:		

The Portrait of a Pathfinder Career Academy Graduate



Equipping PCA
Grads with key
competencies on
the road to success:

- Collaboration
- Resilience
- Critical Thinking
- Problem Solving
- Communication
- Empathy

Developed in collaboration with experienced school leaders, teacher, parents, and other stakeholders, we expect this portrait to continue to evolve as PCA students, teachers, and community partners collaborate to co-develop, add to, and refine these competencies.

In addition to the Portrait of a PCA Graduate, PCA's Core Principles are the foundation of our school model and philosophy:

- Our students are the most important people at our school, and we believe that every student can succeed and find their path to a successful career and future.
- We build and refine our approach on the science of learning and development, leveraging best practices from proven successes in Career Tech, school innovation, and youth development.
- We believe that relationships are at the core of student success, and prioritize them through a strong mentoring program, a comprehensive Advisory approach, and meaningful family engagement
- We are driven by equity, and we make learning meaningful and relevant to students through personalized learning paths, Credit Flex enabled approaches, and mastery & equity-based grading.
- We center Career Development throughout the school experience, helping students connect skills, interest, and abilities to career opportunities while helping students understand how they fit into the bigger world.
- We use best-in-class curriculum and tools with proven results to set students up for success and drive academic performance.

- We believe that Project and Problem Based Learning produces successful learners who take greater agency in their own life, as well as their community
- We believe the foundation of a successful model includes integrated, seamless partnerships with industry, higher education, and community partners across Ohio, opening opportunities for students during their PCA journey and beyond.
- We believe a safe, positive, and caring environment is critical to student success
- We use data to inform our decisions and measure our success

6.3a

4) Describe how the State of Ohio benefits from an additional internet or computer-based community school.

While there are a number of internet community schools across Ohio that serve students, none currently exist that have a primary focus on career development and preparation. With this narrow focus, PCA will be able to attract a different set of industry and community partners than existing eSchools and will accordingly open a wealth of new opportunities to students in a variety of communities across Ohio. In addition, the smaller size of PCA and focus on grades 6-12 will allow the school to be nimbler and more quickly adapt to offer new and/or different pathways and partnerships to students as the needs and opportunities of the Ohio business community evolves over time.

All students have different needs, learn at various rates, and have different learning styles. No one educational program is appropriate for all students. Therefore, students will have a broad experience of activities that engage them in media-rich content, direct instruction, project-based learning, interest driven and talent-driven opportunities with a healthy mind and body emphasis. Students will learn from their teachers, peers, and community partners. This broad-based approach to learning will be an exciting and valuable experience creating lifelong 21st century learners as well as competent 21st century citizens. Students will learn and grow with the guidance of Highly Qualified Teachers, Success Coaches, and Intervention Specialists. The school will provide a safe and nurturing environment, placing a premium on self-discipline, individuality, and responsibility. The dedicated staff will work in small groups and one-on-one with students, addressing not only their learning issues but also their life situations that have prevented success in traditional schools.

The school is built on a strong foundation of high expectations for academic achievement for all students. A standards-based curriculum that teaches students skills for college and career readiness is fundamental to the teaching and learning program implemented at the school. Teachers will receive on-going professional development in unpacking learning standards so that students develop the skills necessary to successfully advance from one grade level to the next. The curriculum is built on the Ohio Learning Standards (OLS) for English Language Arts, mathematics, science, social studies, visual arts, and physical education.

The school will be designed for students who will thrive in a collaborative, nurturing, and self-paced environment and are willing to put forth the effort required to succeed. The school will have a holistic focus on each student and aim to address unique needs, both in and out of school. The school's Advisory and mentoring program will provide individualized support for each student and will help to foster strong working relationships with each one.

6.3b Curriculum

The primary function of a school is to provide for the education of students. The curriculum describes all planned learning of students and should describe the learning experiences through which a student will progress. Responses should address the following questions: *What are the learning goals for students at your school and what research support the curriculum choice and its effectiveness for the student population served?* Each of the items below should be addressed with strong evidence and detail.

Curriculum – Learning Standards	6.3b	<p>1) Provide specific standards with detailed descriptions for all core and non-core content (physical education, music, art, technology, etc.), including social-emotional learning, addressed by school that will enable each student to acquire learning across all four learning domains: foundational knowledge and skills, well-rounded content, leadership & reasoning, and social-emotional learning.</p> <p>2) Provide evidence the proposed curriculum is aligned to the International Association for K-12 Online Learning standards for all core and non-core content area standards. As link to the standards can be found here: https://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/</p> <p>If the school will use Ohio's Learning Standards in all core and non-core content areas, please check the box. <input checked="" type="checkbox"/></p>
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We will be using Ohio's Learning Standards in all core and non-core content areas, with additional elective choices offered.

Curriculum – Learning Standards: Social-Emotional Learning

According to the *Class of 2030 and Life-ready Learning* report from Microsoft, "While the class of 2030 will need deeper cognitive skills in priority areas such as creativity and problem solving, social-emotional skills such as relationship building, self-awareness, and self-recognition will be increasingly important, since they not only support academic learning but also promote well-being."

PCA will create a learning environment which delivers and supports the CASEL 5 core competencies - self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL will be delivered through a systematic approach that infuses the core competencies into every part of the student's online school experience, as well as when they are at home and in their community. Advisory will be used to deepen peer discussion and learning opportunities around these key competencies.

As part of the AMP package, staff and students will have access to resources to implement a robust SEL program. Both Newsela and Naviance platforms will be used to implement SEL at PCA. Both programs can be accessed directly in the student's Canvas learning management system.

Newsela

- This evidence-based collection is organized by the five CASEL SEL competencies: self-awareness, self-management, social awareness, relationship building, and responsible decision making.
- SEL content is weaved into ELA and Social Studies curriculum with embedded resources.
- All content is published daily at 5 reading levels, so all students can access the same texts, and no one ever feels left out of a discussion.
- Up-to-date content helps explain and illustrate each SEL competency through timely, real-world stories that students can relate to.
- Flexible pathways and at-home supports are available to ensure the content works whether instruction is in-person or remote, synchronous or asynchronous.
-

Naviance

- This College, Career and Life Readiness Framework provides a blueprint to prepare middle and high school students for success after graduation.
- Practical tool set provided to help define, measure, and track success for college, career and life readiness initiatives.
- Research-backed framework which outlines six competencies that students in grades 6-12 must achieve to become college, career and life ready: Myself, My Success Skills, My Network, My College, and My Finances.
- Each competency outline's themes and objectives to further define success, as well as grade-specific activities to achieve each grade-level objective. The model provides guidance on key metrics to track related to each competency.

Curriculum - Model	6.3b	2) Does the school plan to use the Ohio Model Curriculum? <input type="checkbox"/> Yes, the school will utilize the Ohio Model Curriculum in all core and non-core content areas. <input checked="" type="checkbox"/> No, the school will utilize the curriculum model described below.
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If “no” is marked, provide evidence of the school’s written curriculum including standards, assessments, differentiation strategies, etc. as an attachment (Attachment # _ Curriculum Model). Describe the research supporting the model.

While our school does not fully implement the Ohio Model Curricula, we do use it to supplement our existing curriculum. Our curriculum model consists of:

- Our school implements Ohio state standards across all grade levels and subject areas.
- We provide Ohio curriculum maps with standards alignment and pacing for our 6-12th grade core courses:

Sample high school course

StrongMind - English 9 General © 2021 Pansophic Learning Ltd. and its a						
Pacing	Semester	Unit	Unit Name	Lesson	Title	Ohio ID
Week 1	A	1	Hit the Ground Running	1	In the Beginning	OH.ELA-Literacy.RI.9-10.2a OH.ELA-Literacy.RI.9-10.5 OH.ELA-Literacy.RI.9-10.8 OH.ELA-Literacy.LS-10.6
Week 1	A	1	Hit the Ground Running	2	The Value of Information	OH.ELA-Literacy.RL.9-10.2b OH.ELA-Literacy.RI.9-10.2b OH.ELA-Literacy.SL.9-10.1a OH.ELA-Literacy.SL.9-10.1b OH.ELA-Literacy.SL.9-10.1c OH.ELA-Literacy.SL.9-10.1d OH.ELA-Literacy.SL.9-10.6 OH.ELA-Literacy.LS-10.4b OH.ELA-Literacy.LS-10.6
Week 2	A	1	Hit the Ground Running	3	Sound Structures	OH.ELA-Literacy.RI.9-10.3 OH.ELA-Literacy.RI.9-10.9 OH.ELA-Literacy.W.9-10.10 OH.ELA-Literacy.LS-10.6

Asynchronous Course Content

- We partner with best-in-class course providers to deliver engaging and accessible asynchronous course content. Our partners employ research-based techniques and best practices:
 - StrongMind
 - StrongMind is our 6-12 core provider, as well as select electives
 - Instructional design white paper: <https://www.strongmind.com/backward-design-whitepaper/>
 - Accelerate Education
 - Accelerate is our Credit Recovery provider, as well as select courses
 - National Standards of Quality documentation: https://s3-us-west-2.amazonaws.com/static.accelerate.education/National_Standards_Online_Courses_Alignments.pdf
 - eDynamic Learning
 - eDynamic is our CTE and electives provider
 - Research: eDynamic courses are designed by teachers and industry subject matter experts. The learning curriculum utilizes concepts that pertain specifically to the Gen Z generation. The three focused learning theories include, behaviorists, constructivism, and cognitivism. Each course incorporates Bloom's Taxonomy to promote higher-order thinking skills within their lessons, activities, and assessments.
 - Florida Virtual (FLVS)
 - Florida Virtual provides select courses
 - FLVS courses are created to national standards, and include a wide-range of diverse activities, providing an engaging and rigorous learning experience for different learning styles. With interactive games and quizzes, engaging video and audio clips, and practical written lessons and assessments, FLVS courses are thoughtfully designed to help students understand new concepts and master new skills.

Assessments

- Our assessment strategy is designed to provide a balanced system of metrics to gauge and improve student achievement. Our assessments employ research-based practices:
 - Renaissance Star Reading & Star Math Assessment
 - Given in 2 administrations: 1 pretest, 1 posttest per ODE guidelines
 - Administered to grades 9 and higher
 - Students who enroll after the fall testing window will test immediately upon entry into the program.
 - Growth is measured for students who are enrolled for at least 13 weeks. Students test again after 13 weeks of instruction.
 - iReady:
 - The iReady Diagnostic is administered three times a year in ELA and Math to grades 6-12.
 - Ohio Linking Study: <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-diagnostic-assessments-linking-study-overview-ohio-2020.pdf>

- Short-Cycle Assessments:
 - Short-cycle assessments are standards-based and align to our curriculum and pacing. SCAs are administered every 2-4 weeks, with a pretest, teaching and intervention, and posttest cycle.
 - Research: The Short Cycle Assessment process is a structure that uses data to determine student mastery, and to provide intervention on gaps in learning, by setting up assessments and teacher teams using short term cycle tests of student data. Developed from a review of state assessments, teachers provide a pre-assessment before teaching the standard, followed in 2 to 4 weeks with a post-assessment to measure the student learning of that standard. These short cycles are meant to last 2 to 4 weeks and are guided by the teacher and building teams to identify instructional strategies needed to intervene and provide further instruction for each individual student based on the data from each assessment.
 - Robert Dufour's PLC model provides a framework for using data to improve teaching and learning. The Short Cycle Assessments provide systematic, regular data that can be analyzed from a teacher level to improve instruction, to a district level to help identify gaps in curriculum DuFour, R. (2015). How PLCs do data right. *Educational Leadership*. 73(3), 26.
 - Marzano, (2003), Using Data; Two Wrongs and a Right. *Educational Leadership*, 60(5), 1-2
 - Carr, Chad R., "Columbus Preparatory Academy: A Case Study" (2017). *Morehead State Theses and Dissertations*. 117. https://scholarworks.moreheadstate.edu/msu_theses_dissertations/117.

Short Cycle Assessment Name	Standards Assessed	Standard Concept	Module/ Unit	Week Found in AMP Curriculum
SY21 SCA 9th Grade ELA Determine theme of a text and its development; summary of the text	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	1A, 2A, 6A, 1B, 6B	1, 2, 3, 4, 6, 16, 18, 19, 21, 34, 36
SY21 SCA 9th Grade ELA Meaning and impact of words and phrases used in the text	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone	4A, 6A, 1B, 3B, 5B, 6B	10, 12, 17, 18, 21, 27, 31, 33, 35, 36
SY21 SCA 9th Grade ELA Cite text evidence to support what the text says; draw inferences	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	3A, 4A, 6A, 1A	7, 8, 9, 11, 17, 18, 21
SY21 SCA 9th Grade ELA Analyze representation of a subject or scene in two different artistic mediums	RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment	5A, 6A, 6B	13, 15, 18, 36
SY21 SCA 9th Grade ELA How an author transforms source material in a specific work	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work	6A, 2B, 6B	18, 23, 24, 36
SY21 SCA 9th Grade ELA Point of view reflected in a work of literature from outside the United States	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	4A, 6A, 2B, 6B	11, 12, 17, 18, 24, 36
SY21 SCA 9th Grade ELA Analyze how complex characters develop over the course of a text	RL.9-10.3	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	2A, 4A, 6A, 1B, 2B, 6B	5, 6, 10, 18, 19, 21, 23, 24, 34, 36

○ Course Assessments:

- Accelerate Education
 - Credit Recovery: This program is designed to serve students seeking to recapture credit for courses previously taken. The credit recovery program allows students to follow an individualized path based on assessments and progress at their own pace. These individualized, self-paced, standards-based courses are intended to keep students on track for graduation.
- StrongMind
 - Checkpoints are short quizzes that are used to assess mastery of lesson objectives aligned to Ohio state standards.
 - Unit Exams are assessments used at the end of each unit. It is an exam that will assess mastery of unit objectives aligned to Ohio state standards.
 - Course Exams are the last lesson of the course and consist of questions that test students on the concepts and information learned in the course and are aligned to Ohio state standards.

- Research: StrongMind engages in meaningful research to better understand factors associated with student engagement and academic success. The StrongMind team leading these research efforts includes researchers with doctoral degrees in education measurement, data scientists who have published in the field of machine learning, and established thought leaders in user-experience research for courses. Findings from investigations assist to make impactful, data-driven decisions to guide the development of products and interactive tools that deliver effective educational experiences and improved academic outcomes.
- eDynamic
 - Formative/Summative Assessments: Courses include formative and summative assessments for students. Students have opportunities to “test their knowledge” before quizzes and check their understanding of content to guide them toward success. Courses contain auto-graded unit quizzes, midterm exams, and final exams.
 - Research: Edynamic courses are designed by teachers and industry subject matter experts. The learning curriculum utilizes concepts that pertain specifically to the Gen Z generation. The three focused learning theories include, behaviorists, constructivism, and cognitivism. Each course incorporates Bloom’s Taxonomy to promote higher-order thinking skills within their lessons, activities, and assessments.

Differentiation Strategies

- We build differentiated intervention opportunities into our courses for teachers to leverage in small group and 1:1 instruction:
- Teachers have access to multiple points of data to triangulate where students’ needs or gaps in unfinished learning are evident. Data sources include:
 - iReady assessment, lessons passed and quiz passage percentage
 - Short Cycle assessment data
 - Quiz data from supplemental resources such as BrainPOP, IXL, Khan Academy, or Newsela
 - Quizzes or Unit tests from Curriculum resources
- eDynamic
 - Teachers are able to create small groups and change visibility of course content.
 - Students who are identified as having an IEP or a 504 are quickly identified within the course with a special icon next to their name allowing teachers the ability to adjust and accommodate appropriately.
 - Assessments within each course are able to be modified in a variety of ways to meet the needs of all students.
 - Retries or attempts
 - Time allowed for quiz
 - Number of questions
 - Calculator tool available
 - Printing of assessment
 - Electronic highlighted notes
 - Adding questions to assessment

- Sample intervention module for high school*

9th ELA						
Standard/Topic Screenscasts	I-Ready Finding Intervention Skills in I-Ready	IDL IDL Skills Tutorial	BrainPop BrainPOP Search Tutorial	Khan Academy How to Search in Khan Academy	Newsela Newsela Lexia/Search Tutorial	
Comprehension: Literature						
<p>Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>2 Years Below Grade Level Summarizing Literary Text</p>	<p>2 Years Below Grade Level: Determine the themes of short stories (GQE)</p>	<p>Grade Band Activities: BrainPop Jr. Jackie Robinson Ruby Bridges Computer Programming BrainPop Theme Reading a Newspaper Reading Skills</p>	<p>2 Years Below Grade Level: Living Tongues: reading poetry; Languages 7 Mysteries of the Past: reading realistic fiction; A View from the Walnut Tree 7</p>	<p>Lexia Level 2 years below: 1011-1109</p>	
		<p>1 Year Below Grade Level: Match the quotations with their themes (STW) Determine the themes of short stories (SUN)</p>		<p>1 Year Below Grade Level: Crossing the Line: reading realistic fiction; Whatever It Takes 8 Obscuring the truth: reading realistic fiction; The Open Window 9 Funny Business: reading drama; A Midsummer Night's Dream 9</p>	<p>Lexia Level 1 year below: 1110-1100</p>	
<p>1 Year Below Grade Level Analyzing the Development of Theme in Literature</p>		<p>On grade level Match the quotations with their themes (SLG) Analyze short stories: set 1 (2SP) Analyze short stories: set 2 (2PPE)</p>		<p>On and grade level: Social Psychology: reading creative fiction; The Nightingale 9 The Apocalypse: reading post-apocalyptic fiction; The Scattered Plague 9</p>	<p>On grade level: 1101-1209</p>	
		<p>1 Year Above Grade Level Analyze rhetorical strategies in historical texts and speeches</p>		<p>The Apocalypse: reading science fiction; The Great Annihilator 10</p>	<p>Lexia Level 1 year above: 1001-1202</p>	

Curriculum - Pacing Guides	6.3b	3) Provide a detailed description of the development process for pacing guides used in your school that includes the deconstruction of standards.
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Pacing guide templates can be continually modified to take on a variety of forms in order to best serve instructional needs, but each document will include the week, semester, unit name, lesson number, title and standard identification. When developing a pacing guide, teachers will collaborate within grade levels and subject areas and deconstruct standards into their individual components of action (what the learner will do) and content (what the learner will know). Once content and actions are deconstructed, teachers can categorize and create a chronological progression of related content. When vendors offer suggested pacing guides and scope and sequence documents with their curricular materials, these will be used in conjunction with teacher planning documents.

All 9-12 Core Content Courses will include a curriculum map showing pace and standard alignment. Typically, each unit will be about three weeks in length and in this pacing guide, teachers can see specifically which lessons in the core content they should be addressing each week. In most courses, teachers will be covering an average of two lessons per week with the last week having only one new lesson leaving room for review and the Unit Exam.

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Pacing	Semester	Unit	Unit Name	Lesson	Title	Ohio ID
Week 1	A	1	Hit the Ground Running	1	In the Beginning	OH.ELA-Literacy.RI.9-10.2a OH.ELA-Literacy.RI.9-10.5 OH.ELA-Literacy.RI.9-10.8 OH.ELA-Literacy.L.9-10.6
Week 1	A	1	Hit the Ground Running	2	The Value of Information	OH.ELA-Literacy.RL.9-10.2b OH.ELA-Literacy.RI.9-10.2b OH.ELA-Literacy.SL.9-10.1a OH.ELA-Literacy.SL.9-10.1b OH.ELA-Literacy.SL.9-10.1c OH.ELA-Literacy.SL.9-10.1d OH.ELA-Literacy.SL.9-10.6 OH.ELA-Literacy.L.9-10.4b OH.ELA-Literacy.L.9-10.6
Week 2	A	1	Hit the Ground Running	3	Sound Structures	OH.ELA-Literacy.RI.9-10.3 OH.ELA-Literacy.RI.9-10.9 OH.ELA-Literacy.W.9-10.10 OH.ELA-Literacy.L.9-10.6

**Curriculum – Lesson
Template**

6.3b

4) Explain what specific components are to be included in model lesson plan templates and rationale.

Lesson overview templates are often included as resources within online curricular vendor materials. When templates need to be created by teachers, the components to be included are teacher name, grade level, subject/unit, standards (with essential understanding of what students will know and be able to do), duration, and materials/resources. The instructional planning portion will include the lesson element, objectives, students learning targets, differentiated instruction and applicable formative and summative assessments. These elements are based on best practices in lesson planning, Ohio's Quality Review Rubrics for Units and Lessons, and UDL principles.

Curriculum - Alignment with Ohio Learning Standards	6.3b	5) Provide evidence of alignment of the school's curriculum model to the Ohio Learning Standards, the Ohio Strategic Plan for Education: 2019-2024, and the mission, vision, and philosophy of the school.
<p>The alignment of the school's curriculum model to the Ohio Learning Standards (OLS) is embedded in the ODE Model Curriculum for ELA, Mathematics, Social Studies, Science, and Fine Arts, and Ohio Association of Health, Physical Education, Recreation, and Dance (OHPERD) standards for PE. The school intends to support the Model Curriculum by creating pacing guides for each area and/or utilizing pacing guides provided from the curricular resources. To create these pacing guides, we will/have a comprehensive review of all Ohio Learning Standards, unpacked each standard (including content and vocabulary), included guiding questions for modeling and check for understanding, identified mastery for each standard, and considered time for re-teaching if mastery is not met. The pacing guides will continually be reviewed and adjusted based on student achievement. The principal will continually work to review the updated Model Curriculum documents, pacing guides, and curricular resources to ensure alignment with the OLS. By utilizing the ODE standards-based model curriculum, pacing guides, academic framework, and curricular resources, our teachers will be able to provide high quality instruction that will allow our mission to thrive.</p> <p>Our vision is to become a school that provides highly qualified, high school and college ready students. The school's curriculum model embraces standards- based instruction in such a way that allows for research-based resources to be used within a framework of best practices fostering engagement to produce students who are considered highly qualified applicants for high school and college.</p> <p>The alignment in the school's curriculum model and philosophy is rooted in its structure of focus on closing the achievement gap, providing an avenue for proficiency in students. Our school's philosophy is that all students can reach proficiency and beyond when given the appropriate academic structure and support. Research shows that students who do not attain grade-level proficiencies in math and reading by the eighth grade are much less likely to be college-ready at the end of high school. The school's curriculum model places its focus on evidence-based best practices that have been proven to close the achievement gap and move students to proficiency.</p> <p>Alignment documents are found at the end of this document.</p>		
Curriculum - Literacy Skills	6.3b	6) Describe how the school will develop literacy skills across all ages, grades and subjects, as well as building the capacity for effective literacy instruction (i.e. search ODE <u>Ohio's Plan to Raise Literacy Achievement Birth-12, January 2018</u>).
<p>The Academy has chosen to adopt ACCEL School's extensive Literacy Plan which has been attached for reference. The ACCEL Schools Literacy Plan articulates the components of literacy instruction and the research base for each. All components are grounded in relevant literacy research and include evidenced based strategies. Stakeholders are expected to internalize and operationalize this plan to meet the needs of their respective schools</p>		

and communities. The components of the ACCEL Schools Literacy Plan guide the work of school teams in meeting the literacy needs of all students, including those students who are second language learners and those who have cognitive challenges. While strategies specific to meeting the diverse needs of our students are not specifically noted in this plan, there is an expectation that Special Education team members and those who support English language learners devise supports to engage these students in the same components of the literacy plan using strategies that are specific to the needs of those students.

Key stakeholders include the school community, the governing Board of the school, sponsors and authorizers, families, students, school staff, building leadership teams and ACCEL Schools leadership members. Each of these stakeholders plays a different role in the support and execution of this plan. With support from the ACCEL Schools leadership and building level teams, it is expected that each stakeholder internalizes this Literacy Plan and its aspects at a level that is appropriate for their role in the execution, monitoring and assessment of the plan. With each stakeholder's support, over time students who attend an ACCEL School consistently will reach their full reading potential.

A full plan is included at the end of this document.

Curriculum – Future Success

6.3b

7) Describe how the school will identify and support student's future success (i.e. focus on career, project-based learning, expanding work-based learning, career-tech/industry credentials, job shadowing and expanding pathways to graduation).

Upon enrollment, each student's prior performance results will be obtained from their prior schools; data from ongoing assessments, annual tests, pre- and post-testing and the other forms of assessment will be logged in the student's individual file and will be utilized to develop the student's Graduation Success Plan (GSP). This plan will be further developed into a roadmap for graduation and career success. Students are offered a rigorous program of academic fundamentals coupled with credit recovery courses that allow students to recapture credits for courses previously taken. These individualized, self-paced, mastery and standards-based courses will keep students on track at their own pace for graduation.

Upon enrollment, each student will be assigned a Success Coach (SC). In collaboration with a certified Guidance Counselor, the SC will review the newly created GSP, meet with the student to discuss goals and formulate a strategic plan to meet those goals for graduation and beyond. The role of the SC is to continuously monitor student progress as a whole and provide the structure, motivation and pacing needed for the student to meet the goals of the GSP.

All students will be provided with resources and support to help them establish and meet their goals for after high school. Students may of course pursue any of the three pathways based on graduating class, and beginning with the class of 2021, students will receive guidance in their endeavors to fulfill the permanent graduation requirements including demonstrating competency and career readiness and will be supported in each.

Curriculum – Future Success

PCA will take an integrated and inclusive approach to student learning that is designed to close the skills, interest, and equity gaps in this evolving, global society. The following components will be delivered in each student's educational program to identify and support their path for future success.

Project Based Learning

Project Based Learning (PBL) will be implemented within the instructional model in order to foster collaboration and the development of life skills as part of the student's daily education. Projects will be developed as authentic challenges and exist across content areas through an interdisciplinary approach.

Within the virtual PBL model, students will develop and practice professional skills necessary to be successful in the workplace, such as communication, collaboration, problem-solving, and time management in the same context in which they are learning academic content and skills. Through relevant and authentic challenges, students will shift their goal from completing work to get an optimal grade to achieving goals that are personally meaningful and purposeful.

PCA's PBL model will produce successful learners who take greater agency in their own life, as well as their community. With much of the modern workplace shifting to virtual spaces, this instructional model is designed to provide the best examples of real-life career experiences.

Professional Skills

Preparation for soft skills necessary to be successful in the workplace regardless of profession will be threaded throughout the educational program at PCA. This includes interpersonal skills, communication skills, creative thinking, time-management, and empathy. Activities will be provided for all students to increase employability skills and support next-step planning.

Career Development

Students and parents will have regular opportunities for individual career planning discussions and activities. Each student will have an individualized college and career readiness plan initiated with ongoing updates and activities each year. This plan will include interest and skills assessments, student interests and abilities, career goals, cluster/pathway opportunities, and training/education requirements. Counselors will teach college and career awareness and exploration lessons, in collaboration with the classroom teacher, as outlined by the ODE Career Tech Program.

Career Pathway Courses

In addition to general education courses, career and technical education courses will be offered and aligned in career goals with opportunities in high-skill and in-demand fields. Students will be introduced to CTE options and enrolled in applicable career exploratory courses depending on their grade level. The assigned career counselor will collaborate with CTE teachers to increase understanding of the connection between pathways and entry to careers to best guide students during the planning process.

The school will offer several pathways aligned with Ohio's approved programs of study. The school's eDynamic coursework is aligned to 14 national Career Clusters. Initial pathways for grades 9-12 will be offered from the Business Administration, Visual Arts, IT, and Health Science clusters, with the goal of opening additional pathways each year. The specific pathways established will be informed by input from the Advisory Council, the industry needs of the region, as well as the interests and the location of students in the program.

Within their CTE coursework, students will investigate professions of interest, and hear from real professionals in a variety of careers. In career courses, activities can include opportunities to explore career information and evaluate embedded soft skills to help students become aware of the skills they will need for the job.

Industry Credentials

All course work and pathways will culminate in opportunities for students to gain industry recognized credentials and certifications of value. The following certification exams are aligned to the clusters that will be offered (including, but not limited to):

- Business Administration: Microsoft Office Specialist (Word, Excel, PowerPoint, Outlook), Intuit QuickBooks Certified User, Entrepreneurship and Small Business Certificate, CPR First Aid, Adobe Certified Professional
- Visual Arts: Adobe Certified Professional, Unity Certified User Certification,
- Information Technology (IT): IT Specialist, IC3 Digital Literacy, Microsoft Office Specialist (Word, Excel, PowerPoint, Outlook), CIW Web Design Specialist, CompTIA A+, CompTIA IT Fundamentals (ITF+), CompTIA Network+, CompTIA Security+, Adobe Certified Professional
- Health Science: CPR First Aid, American Health Information Management Association (AHIMA) - Certified Coding Specialist (CCS), American Medical Certification Association (AMCA) - Clinical Medical Assistant Certification, American Medical Certification Association (AMCA) - Patient Care Technician Certification, Certified Clinical Medical Assistant - National Health Career Association

Career & Technical Student Organization

PCA will offer Career & Technical Student Organization (CTSO) as an extracurricular opportunity for students to further their knowledge and skills in a particular pathway by participating in activities, events, and competitions. The following CTSO chapters will be established based on cluster and pathway alignment.

- Business Administration - BPA or DECA
- Visual Arts - SkillsUSA
- Information Technology (IT) – BPA or SkillsUSA
- Health Science – HOSA or SkillsUSA
-

The CTSO charter(s) will be established with a student leadership team and a calendar of work outline for the school year. Students will have an opportunity to participate in local and state events.

Work Based Learning

CTE Pathway exploration activities will be provided for all students during each grade level to assure CTE Pathway completers and concentrators within the program. Students will participate in structured age-appropriate career related education that offers a variety of activities with at least 2 online events per semester and 1 face-to-face regional event that allow students to apply academic and technical skills.

The continuum of activities begins with career awareness and exploration and culminates with career preparation and workplace experiences in grades 6-12.

- 6-8 Career Exploration - Students will investigate the world of work and relate careers to individual interest, skills, and abilities. They will choose personal electives and extra-curricular activities based on these interests and strengths. Career exploration activities will include industry research, career projects, community service projects, and mock interviews.
- 6-12 Career Preparation – Students will develop a career portfolio to gather and manage career-related information and goals. They will have the opportunity to apply essential workplace skills through internships, externships, co-ops, etc. Career preparation activities will include technical skills development, CTSO competitive events, industry certifications, internships/externships, and workplace experience.

6.3c Instructional Delivery Methods and Resources/Materials

Instructional methods and resources are the ways and tools used to deliver the curriculum. *What strategies or techniques will be used to engage students in learning? What instructional resources and materials will the teachers and students be using, including technology? With strong evidence and great detail, each of the following items should be addressed.*

Instructional Delivery Methods	6.3c	1) Explain in detail the <u>primary</u>, evidence-based instructional delivery methods, strategies, and/or techniques (i.e. high yield instructional practices, project-based learning, computer-based, etc.) that will be used to provide daily instruction in your school to support success for all students.
<p>The school will utilize a full learning ecosystem called AMP (ACCEL Management Platform for Education). Within AMP, asynchronous and live instruction occur within the student's LMS course dashboard. Student dashboards contain a course card for each course. Within each course card students access live instruction via embedded links to a secure web conferencing tool. Web conferencing is used for one-on-one, small group, and whole group sessions between teacher and students as well as for collaboration among students. The web conferencing platform provides students and teachers with access to a virtual whiteboard, chat functionality, and microphone and webcam functionality to promote collaboration. Additionally, share screen features are controlled by the teacher, and shared documents can be edited simultaneously. Within these meetings, teachers can create "breakout" rooms where collaborative groups can meet to discuss a project or work on content.</p> <p>The student-centered instructional method used puts students' needs at the forefront of the instructional design, allowing for them to take charge and be wholly involved in each aspect of their learning. Students can progress through their lessons at different paces based on their rate of mastery, yet the school has grading and progress expectations that all students must meet for each term. In the virtual setting, the benefit rests within the flexibility and fluidity for each student's schedule. The daily experience of a student includes scheduled live instructional sessions, scheduled small group targeted sessions, 24/7 access to asynchronous course work and supplemental curriculum resources aligned to state standards. The next component is creating a</p>		

level of instruction that offers a truly personalized learning (PL) experience, which takes the student-centered approach and catapults students into a self-directed learning plan, tailored to the needs of each student.

An important addition to individualizing instruction according to student needs is that as students progress through the digital curriculum asynchronously, they participate in embedded short cycle assessments designed to measure mastery of specific state standards. The results of these short cycle assessments are then captured and displayed in a color-coded mastery tracker against state standards (below), equipping teachers with the immediate data needed to provide targeted synchronous instruction and asynchronous practice. The instructional model plans synchronous instruction as a chance to add instructional value above and beyond what is already available in the asynchronous model. Teachers use data to determine which students need one-on-one direct instruction or small learning groups in order to both differentiate and tailor instruction to students' real-time needs. In order to support student engagement, peer interactions will be hosted within small and large virtual classroom settings, to ensure individual attention, increased participation, and better communication.

Instruction is embedded within a Multi-Tiered System of Supports (MTSS/RtII). MTSS/RtII uses assessment, intervention, and targeted instruction to ensure the academic, social, and emotional growth of each child within three tiers - whole group, small group interventions, and individualized support.

Students		2		1		1		M		1		1		1		M	
SORT: Last, First ▼ A - Z ▼		6.RP.1	6.RP.2	6.RP.3	6th Grade M...	6.NS.1	6.NS.2	6.NS.3	6th Grade M...								
Craig, Daniel	05	REMEDATION	REMEDATION	REMEDATION	11% (1/9)	NEAR MASTERY	NEAR MASTERY	MASTERY	33% (1/3)								
Hardy, Tom	01	REMEDATION	REMEDATION	REMEDATION	11% (1/9)	MASTERY	MASTERY	MASTERY	100% (3/3)								
Murphy, Cillian	02	NEAR MASTERY	REMEDATION	NEAR MASTERY	44% (4/9)	MASTERY	MASTERY	MASTERY	100% (3/3)								

Within PCA's instructional model, PBL will be implemented to foster collaboration and the development of life skills for students as part of their daily education. Projects are built from the intersection of learning-standards and real-world challenges or opportunities. PBL will allow students to create a community of learners that is supported and modeled by their teachers. The teacher becomes the facilitator of learning instead of the gatekeeper of knowledge and student success. Projects will be developed as authentic challenges that will exist across content areas through an interdisciplinary approach.

PCA will implement PBL using the PBL Works Gold Standard Project Design, which includes:

- **Challenging Problem or Question** - Project is framed by a meaningful problem to be solved or a question to answer.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.

- **Relevance and Authenticity** - Students engage in a rigorous, extended process of posing questions, finding resources, and applying information
- **Student Voice and Choice** - Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.
- **Reflection** - Students engage in a rigorous, extended process of posing questions, finding resources, and applying information
- **Critique & Revision** - Students give, receive, and apply feedback to improve their process and products.
- **Public exhibition of knowledge and skills** - Students make their project work public by explaining, displaying and/or presenting it to audiences beyond the classroom.

Key Elements of PBL

- Student Choice
- Role-playing / Real-world scenarios
- Authentic Assessments
- Authentic audiences
- Real-world expertise brought to the classroom
- Collaboration
- Units that assess multiple skills
- Units that require research and comprehension of multiple subjects
- Multiple methods of communication

Within the virtual PBL model, students will develop and practice professional skills necessary to be successful in the workplace, such as communication, collaboration, problem-solving, and time management in the same context in which they are learning academic content and skills. Through relevant and authentic challenges, students shift their goal from completing work to get an optimal grade to achieving goals that are personally meaningful and purposeful.

A PBL model produces successful learners who take greater agency in their own life, as well as their community. With much of the modern workplace shifting to virtual spaces, this instructional model is designed to provide the best examples of virtual career experiences.

Instructional Delivery Methods - Blended Learning Instructional Model	6.3c	<p>2) Is the school using a blended learning instructional model, as defined in section <u>3301.079</u> of the Revised Code? If yes, check box. <input type="checkbox"/></p> <p><u>Blended Learning Requirements - please provide ALL of the following:</u></p> <p>a. An indication of what blended learning model or models will be used;</p>
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		<ul style="list-style-type: none"> b. A description of how student instructional needs will be determined and documented; c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level; d. The school's attendance requirements, including how the school will document participation in learning opportunities; e. A statement describing how student progress will be monitored; f. A statement describing how private student data will be protected; g. A description of the professional development activities that will be offered to teachers.
<p>Pathfinder Career Academy of Ohio is a fully online, CTE, computer-based community school. It will not use a blended learning instructional model as its primary instruction method but may, at times, bring students together for in-person learning opportunities.</p>		
Instructional Delivery Methods – Research Base	6.3c	3) Provide the evidence-base for the primary delivery methods, strategies, and/or techniques including impact on population served. Refer to <u>ESSA</u> definition of evidence based strategies. Provide documentation from the: What Works Clearinghouse or Ohio's Evidence-Based Clearinghouse for meeting level I or II criteria.
<p>The student-centered learning approach allows for more active learning, increased comprehension, and responsibility (Caulfield, 2011), which fosters independence, accountability, and time-management - all critical skills for higher education and the job force of today.</p> <p>According to Walkington & Bernacki, PL allows students to “have a voice in what they are learning based on how they learn best. Learners have a choice in how they demonstrate what they know and provide evidence of their learning. In a learner-centered environment, learners own and co-design their learning” (2020).</p>		
Instructional Delivery Methods - Resources/Materials	6.3c	4. Identify resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology.
<p>The curriculum is found within the ACCEL Management Platform (AMP). The AMP system includes state-of-the-art technology with state-specific reporting components, and full curriculum alignment to state standards. Curriculum vendors' coursework is embedded seamlessly within the AMP</p>		

system. The curriculum team first verifies alignment to the state standards, cross referencing with other vendors to ensure effective coverage. When the verification of alignment is completed, any gaps are identified immediately, and the team procures supplementary materials to support mastery of each standard. The best stand-alone curriculum program will still have its flaws, and the benefit of embedding courses into the AMP system is that the school is not limited to the operational system of one vendor. This provides ACCEL with the flexibility to assemble the strongest curriculum choices to offer the school.

There are several innovative tools that will be used to support personalized learning and career readiness at PCA. Ultimately, the goal is to build on classroom instruction to prepare students for postsecondary success and bridge the gap between high school and high demand, high skill careers. The following are a list of technology tools that will be in place at the school's opening:

- **iReady:** An assessment and instruction program for Math and English Language Arts that provides ad diagnostic, aligned instruction, and teacher resources to help accelerate students toward grade level proficiency and beyond.
- **Brain Pop:** an online animated curriculum-based content that is aligned to state education standards. It includes videos, games, quizzes, and activities for science, health, writing, reading, social studies, and math.
- **DIBELS:** Provides a battery of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in kindergarten - 8th grade.
- **IXL:** An interactive online learning solution aligned to state standards that helps teachers personalize instruction through comprehensive curriculum, continuous diagnostics, and guidance.
- **PBL Works Training:** All PCA instructional teachers will receive resources and support through workshops, courses, and services for educators on PBL implementation.
- **Virtual Business High School (Knowledge Matters):** Virtual Business High School simulations are browser-based, online business simulations that provide an interactive curriculum to teach business, marketing, and financial literacy/personal finance.
- **Nepris or Virtual Job Shadow:** Video based career planning platform that connects educators and learners with industry professionals, bringing real-world relevance and career exposure to students.
- **Newsela:** an instructional content platform that provides teachers and students with access to 20+ genres of content to support core instruction, like primary sources, reference texts, essays, fiction, issue overviews, and more at 5 reading levels.
- **Naviance:** A comprehensive college and career planning toolset that helps assess and develop essential competencies students need to be successful after high school
- **ImBlaze:** A virtual platform that enables the school to curate a set of internships for the students to request and pursue.
- **Microsoft Teams and Google Suite:** These collaboration platforms will give students new opportunities to interact and work together and provide teachers with new ways to engage their own professional communities, create customizable lesson plans, and provide real-time, personalized feedback to students.

The hardware and software that student have access to ensure meaningful online engagement is listed below:

- Hardware
 - Chromebooks
 - Earbuds
 - Cellular Hot Spots (upon request/financial need/approval according to school policy)
- Software
 - Chrome OS
 - GoGuardian

All school staff will be provided with:

- Hardware
 - Windows Laptop
 - External Monitor (upon request/approval)
 - Keyboard (upon request/approval)
 - Mouse (upon request/approval)
 - Headset (upon request/approval)
 - Cell Phone (upon request/approval)
- Software
 - Microsoft 365 Suite
 - One Drive storage space
 - Business Intelligence (BI) Tools (One or more of the following)
 - Domo
 - Power BI
 - High Speed Internet Connectivity (School Office Only)
 - Cisco Meraki Hardware (School Office Only)
 - Switches
 - Wireless Access Points
 - Content Filtering
 - Ring Central Telephones (School Office Only)

Students and staff are provided with:

- Software
 - Google G-Suite
 - Kami
 - Learning Management System (LMS)

- Instructure Canvas
- Student Information Systems (SIS) - PowerSchool
- Web Conferencing (One or more of the following)
 - Big Blue Button
 - Zoom
- Communications - Alert Solutions SwiftK12
- Curriculum (One or more of the following)
 - Accelerate Education
 - StrongMind
 - eDynamic Learning
 - Florida Virtual School
 - IXL Learning
 - Raz Kids
 - Brain Pop
 - Pear Deck
 - Newsela
 - Overdrive
 - n2y Unique
- Assessments (One or more of the following)
 - Instructure Mastery Connect
 - STAR
 - IReady

All students will have access to broadband internet to participate in the school program. This may include providing Wi-Fi Hotspots to students that live in rural areas with no broadband providers. The school will provide an internet subsidy to students per the school policy. Currently, the school is budgeting for an internet subsidy for all economically disadvantaged students to help cover the cost of internet access, but families are responsible for initiating and maintaining the internet service.

**Instructional Delivery
Methods -
Resources/Materials**

6.3c

5. Explain the selection, approval (including board) and change process for instructional resources and materials to be used by teachers and students, including technology.

Once the curriculum team receives Ohio alignments from our providers, we review and evaluate them to ensure tight correlation to state standards. In addition to the standards alignment, we check the depth of coverage for each topic. Any gap or superficial coverage is addressed in the third phase of our curriculum mapping. This review process determines our curriculum offering. Course gaps are identified throughout the school year. When a gap is identified, resources and supplementals are provided using a grade/subject specific enhancement document and building modules within a course.

While the curriculum resources provided are carefully selected and aligned, we recognize that teacher practices are the single most impactful factor in student learning. The school's curriculum team has designed a form to be used in cases where teachers would like to remove to aligned content from their courses, and/or substitute an alternative content element. When submitted this form and the proposed replacement content are reviewed by the curriculum team to determine impact to standards coverage. The quality of the proposed replacement content is also evaluated.

The Curriculum and Assessment team will periodically conduct user feedback surveys across populations to get input on how well curriculum resources are meeting the needs of stakeholders. Additionally, the Curriculum and Assessment team will maintain a panel of school level stakeholders who provide ongoing feedback on resources, roadmap plans, implementation needs, and user experience.

The Curriculum and Assessment team revises curriculum regularly throughout the school year. If our providers make an update or identify an issue, we make those corrections immediately. Other course enhancements and revisions are implemented based on the needs of our staff and students. We have a curriculum data analysis dashboard that identifies patterns in our curriculum. Any potential weaknesses are investigated, and if a need is determined, revisions are made.


Although typically done in the summer, the need to replace or supplement curriculum can occur at any time. If a new program, resource, or service is required, market research is conducted to determine which providers to demo. A group of stakeholders is identified to assist with this process, as the top providers are vetted and explored. This may result in the purchase or adoption of a new provider, program or resource. Or it may be decided that the curriculum team can design or curate a solution to meet the need or requirement.

6.3d Continuous Improvement and Professional Growth

Schools must improve instructional practices and student performance on a continual basis. With strong evidence and great detail, each of the following items should be addressed.

Continuous Improvement	6.3d	1) How will the school develop, monitor, and evaluate a school improvement plan using the <u>Ohio 5-Step Decision Making Process</u>. Describe the structures and processes to support the improvement planning.
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In order to develop, monitor and evaluate a school improvement plan, Pathfinder will follow the Ohio 5-Step Decision Making Process by first identifying the teams and key players into groups/teams that work together on the plan. The team will ensure that resources used are aligned to the Ohio Improvement Process and ensure effective communication throughout the process. A needs assessment and data analysis will be used in order to continue to conversation regarding improvement and identify critical areas of need. An example of a portion of a needs assessment is shared below:


Department of Education

143396 - Alternative Education Academy FY 2022 Needs Assessment

College and Career Readiness (Completed)

Group Name | **Early Warning System**

Question 1

How are students who are at risk of dropping out identified?

Question 2

How many students are identified as at risk for dropping out in grades 6-12? How many of those identified as at-risk of dropping out have success plans?

At-risk students: Students with success plan:

Question 3

Based on the number of students who dropped out last year, what does the data indicate about the effectiveness of efforts to keep students from dropping out?

Question 4

Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?

Group Name | **Graduation**

Question 10

Required

Reference: ESEA Section 1112 (b)(1), (5), (6), (9), (13)

Provide student graduation data.

How many of those students are identified as economically disadvantaged?: 384

How many students, grades 9-12, are not on track to graduate? : 844

How many students with a disability are not on track to graduate by meeting standard requirements?: 183

How many of those are students identified as English learners?: 13

How many of those are students identified as being in foster care?: 0

How many of those are students who are gifted?: 0

How many of those are students identified as homeless?: 0

Once needs are identified, a plan is created to integrate adult action steps and expected student outcomes. SMART goals will be used to create strategies and action steps as needed. A building leadership team (BLT) will convene to support the action steps. The BLT Review Template is shown below:

BLT Review Template

Division/Department		Meeting Date(s) and Time
Name of BLT Members	Roles	Present
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Sub BLT 5-Step Process
Step 1: Collect Data <i>Prior to sub-BLT meeting, read forms from respective division/department TBTs.</i> <ol style="list-style-type: none"> 1. What sources of pre-assessment data are being identified? 2. What sources of post-assessment data are being analyzed? 3. What instructional strategies are being implemented?
Step 2: Analyze Data <ol style="list-style-type: none"> 1. Student learning: what does the data tell you about overall student strengths and areas of concern? 2. Teacher Practice: describe overall adult performance strengths and areas of concern.
Step 3: Plan <ol style="list-style-type: none"> 1. What changes to the process need implemented to ensure a focus on individual student growth and achievement? 2. Do teacher practices and/or expectations need further clarification or communication? Describe.
Step 4: Implement <i>What actions can be taken to address comments in step 3?</i>
Step 5: Assess <ol style="list-style-type: none"> 1. What does the post-data look like? 2. What instructional strategies were successful?
Evaluation: <ol style="list-style-type: none"> 1. To what extent did teams implement the 5-step process - full, partial, not at all? 2. What communication is necessary as a result of this process? 3. What needs to be done between now and the next meeting?
Classroom Visits (Daily Rounds): Data / Themes

The BLT will meet and use the review template in order to implement the action steps successfully and monitor their effective implementation. The BLT and Teacher Based Team (TBT) will work together to determine implantation expectations and track success. The TBT Template is shared below.

TBT Template

Course/Team	Department	Meeting Date(s)/ Times/Cycle																								
<table border="1"> <thead> <tr> <th>Name of TBT Members</th> <th>Roles</th> <th>Present</th> </tr> </thead> <tbody> <tr> <td></td> <td>Facilitator</td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td>Data Collector</td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td>Time Keeper/ Co-Facilitator</td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td>Team member</td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td>Team member</td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td>Admin</td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td>Admin</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>			Name of TBT Members	Roles	Present		Facilitator	<input type="checkbox"/>		Data Collector	<input type="checkbox"/>		Time Keeper/ Co-Facilitator	<input type="checkbox"/>		Team member	<input type="checkbox"/>		Team member	<input type="checkbox"/>		Admin	<input type="checkbox"/>		Admin	<input type="checkbox"/>
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	Admin	<input type="checkbox"/>																								
	Admin	<input type="checkbox"/>																								
Goals: 1. Build a deep understanding of content and effectively apply learning within and across disciplines 2. Craft responses based on evidence including: demonstration of understanding, explanation of reasoning, and/or justification of a position. 3. Use technology appropriately, strategically and ethically in academic and real-world settings . 4. Complete the 5-Step OIP Process as a collaborative team 5. Focus on student outcome as related to standards and adult behaviors/Instructional Strategies 6. Address issues/concerns 7. Reflect on the process and ensure meaningful feedback to stakeholders going forward																										
Agenda: (Please list basic meeting agenda for EACH meeting)																										
TBT 5-Step Process Unit/Lesson/Assessment/Standard(s) of focus:																										
Step 1: Collect Data. Collect and chart data to identify how students are performing or progressing.																										
Was data provided by all teachers prior to the meeting? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, # and % of teachers participating: _____																										
What data has been collected by the TBT? Be sure to include # and % of students assessed. Data can be displayed in a graph, chart or table. Subgroup data (i.e., Special Education, Title etc.) must be included and should reflect # and % of students assessed.																										
Subgroup	Below Proficient	Proficient	Above Proficient																							
Gen. Ed																										
Special Education																										
Title																										

Step 2: Analyze Data. Analyze student work specific to the data.

What does the data tell you about student learning?
*The analysis should focus on student work in reference to assessed standards or area of focus (not extraneous topics like question format). The analysis should use **measurable** terms.*

- Determine overall student strengths and areas of concern.
- Are there patterns or trends? Were there common errors?
- Prioritize needs for next steps

Strengths:
 Weaknesses:
 Trends:
 Next Steps:

Step 3: Planning for Strategies. Establish shared expectations for implementing specific strategies that will effectively address the needs and areas of concern identified in Step 2.

What instructional strategies and activities will be employed to address individual student needs?

- Choose 1-3 targeted strategies per category.
- Strategies may be the same for multiple subgroups.
- Strategies should be broad (can be used across all grade levels and content areas). Strategies may look different in each classroom. Examples include: Targeted feedback, cooperative learning, small groups, non-linguistic representation, use of visuals, multi-media, etc.

Subgroup	Strategy(s)
Non-engaged	
Struggling	
LEP/ELL	
SWD	
Advanced	
Other (describe)	

Step 4: Implementation. Implement Strategies in the Classroom

How will planned strategies be implemented consistently across all classroom environments?

- Explain in more detail how 2-4 selected strategies from Step 3 will be implemented.
- What will be observable? (What will teachers do? What will the students do? What will your strategies "look" like in your class?)
- When and where will this instruction take place? (During interventions, live sessions, in JQLty, over the phone? Weekly? Daily?)

Strategy from Step 3	What will teachers do?	What will students do?

Step 5: Assess and Reflect. Collect, chart and analyze post data.

Compare pre and post data for all students and subgroups. What was the level of student growth for the cycle?

- Use the same chart, table or graph from step 1.
- Data should include general education and subgroup student scores.
- Assessment results should be collected from all team members before the meeting.

What instructional strategies proved to be effective?

Data Analysis:

Subgroup	Below Proficient	Proficient	Above Proficient
Gen. Ed			
Special Education			
Title			

Effective Instructional Strategies:

Cycle Evaluation:

- Identify strengths/successes related to student data and/or the team process from this cycle.
- Identify obstacles/challenges related to student data and/or the team process from this cycle. What instructional strategies proved to be ineffective?
- How are we incorporating feedback from administrators? What additional supports are needed?
- Define adult practices and student data for review at next meeting.

PARKING LOT (What other issues need to be addressed at another date?)

The planning documents and team meetings will be used not only to monitor implementation and also in order to evaluate the effectiveness of the strategies in order to make adjustments as necessary. If unsuccessful strategies and/or action steps are found, they will be modified or eliminated and replaced with a new or additional action step.

Ohio Teacher Evaluation System (OTES)

6.3d

2) Confirm implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators.

☒ Yes, the school will implement the Ohio Teacher Evaluation System. Please identify what credentialed individuals (job title) will be conducting the evaluations?

		<input type="checkbox"/> The school will implement an alternative evaluation system as described below. 3) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?
<p>Yes, the school will implement the Ohio Teacher Evaluation System. Certified Principals are responsible for conducting the evaluations.</p>		
Ohio Principal Evaluation System (OPES)	6.3d	4) Confirm implementation of Ohio Principal Evaluation System and Ohio Superintendent Evaluation System (if applicable) or alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents. <input checked="" type="checkbox"/> Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System. <input type="checkbox"/> The school will implement an alternative evaluation system as described below. 5) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?
<p>Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System.</p>		
Local Professional Development Committee	6.3d	6) Discuss development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.
<p>In accordance with Ohio Revised Code 3319.22, and as outlined in the Resource Guide, a Local Professional Development Committee (LPDC) will be created in the first year of operation. The LPDP will be comprised of members as outlined in ORC 3319.22. The roles and responsibilities of the LPDC include, but are not limited to:</p> <ul style="list-style-type: none"> • be informed regarding goals, current laws, coursework and professional development (PD), • educate and assist all members with orientation to the expectations, alignment to standards of PD, and promote high quality PD • establish and abide by criteria of evaluation, operation procedures and timelines 		

- communicate clearly and maintain records

An LPDC plan of operation will be created by the committee to include philosophy, purpose, criteria for coursework, professional development activities, operating procedures, appeals process, reflection and revision. To be included in this plan is the process for the creation of Individual Professional Development Plans (IPDP) and how they should be written and submitted to the LPDC for approval to assist during license renewals.

The LPDC will use the [ODE LPDC Forms website](#) for templates and forms as needed.

All professionally licensed school personnel will be responsible for developing IPDPs for license renewal. Professionally licensed school personnel will meet as necessary to complete this process or as other related tasks require. The school will utilize the Ohio Standards for Educators as criteria for quality IPDP development. The school will seek to participate the Accel Schools Consortium and abide by its bylaws and processes/ procedures for approval of IPDPs and licensure applications/renewals. The school will select a representative to participate in Consortium meetings, be responsible to communicate between the Consortium and professionally licensed school personnel for general and individual information, and enter data into the [My.LearningPlan.com](#) tracking system.

Resources: <http://education.ohio.gov/Topics/Teaching/Professional-Development/LPDC-s/Local-Professional-Development-Committee#FAQ1886> (<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Establishing-a-Local-Resident-Educator-Program>) to establish RE Program including establishing the right personnel, assigning a program coordinator in OEDS, and establishing local RE policies and procedures. We will strive to maintain a low Mentor to Beginning teacher ratio (1:3 or lower).

Resident Educator Program	6.3d	7) Discuss implementation of Ohio's Resident Educator Program in the school (i.e., mentoring process, meetings, monitoring of work completed, timelines, ratios of mentor to mentees, etc.).
<p>The Resident Educator plan is shared below.</p> <ul style="list-style-type: none"> • Mentoring Process -See the example checklist below: 		

Month	Meeting	Discussion Points/Activities	Resident Educator Homework	Mentor To Do:
Sep.	Meeting-Instructional mentoring	Meeting 1 ppt- overview of year (collaborative log, teaching & learning cycle, focused mentoring ODE course, informal observation (mentor), exemplary teacher observation (RE) etc.)	N/A	Complete Collaborative log and share with RE and Chris
	Meeting-Instructional mentoring	Post Observation (conversation documented on collaborative log) discussion of RE recording	RE highlights in rubric where she currently is as a teacher; complete Self Assessment Summary	Complete Collaborative log and share with RE and Chris
		Post observation- discussion of exemplary recording RE observed		
Oct	Meeting-Instructional mentoring	Decide if RE going to use Ohio Continuum of Teacher Development or OTES Rubric for Self-assessment & Professional Growth plan (Have RE highlight where they are on either rubric for homework)	RE completes Professional Growth Plan	Complete Collaborative log and share with RE and Chris
		Discussion of rubric and Self Assessment Summary completed for homework		
	Meeting-Instructional mentoring	Decide what 2 goals RE will have this year (can be the same goals using for OHDELA evaluation)	RE decides what she is teaching for self-observation lesson; RE completes 1st page of "Instructional Mentoring- Lesson planning & Reflection Questions"; RE looks at 2nd page of "Instructional Mentoring- Lesson planning & Reflection Questions" to help plan lesson	Complete Collaborative log and share with RE and Chris
Nov.	Meeting-Instructional mentoring	Discuss 1st page of "Instructional Mentoring- Lesson planning & Reflection Questions"	RE teaches lesson and completes 2nd page of "Instructional Mentoring- Lesson planning & Reflection Questions" to reflect on lesson	Complete Collaborative log and share with RE and Chris
		Briefly look at 2nd page of "Instructional Mentoring- Lesson planning & Reflection Questions"		
	Meeting-Instructional mentoring	Discuss lesson RE taught for homework	N/A	Complete Collaborative log and share with RE and Chris

Month	Meeting	Discussion Points/Activities	Resident Educator Homework	Mentor To Do:
	Meeting-Instructional mentoring	Discuss the 2nd page of "Instructional Mentoring- Lesson planning & Reflection Questions"		and Chris
Dec.	Meeting-Instructional mentoring	Discuss RE's goals and if she has moved to the right on the rubric for them	RE will observe an exemplary recording for homework- discuss this	Watch exemplary recording and take notes about what would like to include in her future teaching and what she would change- send this to mentor before winter break
Jan.	Meeting-Focused mentoring	~ Follow ODE Focused Mentoring Course Year 1 Guidance Plan- In MENTOR section of REFLECT in COACHES CORNER		Complete Collaborative log and share with RE and Chris
	Meeting-Focused mentoring			Complete Collaborative log and share with RE and Chris
Feb.	Meeting-Focused mentoring	~ Look at REs progress on 2 yearly goals during 9th, 11th, and 13th meeting		Complete Collaborative log and share with RE and Chris
	Meeting-Focused mentoring			Complete Collaborative log and share with RE and Chris
Mar.	Meeting-Focused mentoring			Complete Collaborative log and share with RE and Chris
Apr.	13th meeting- Wrap-up	Discuss RE's goals and if she has moved to the right of the rubric for them	RE marks her year as completed on this spreadsheet	Mark the RE's year as complete on this spreadsheet and share with Chris after RE also marks complete

Month	Meeting	Discussion Points/Activities	Resident Educator Homework	Mentor To Do:
Mentor Verification		By placing an your initials in the box to the left, the Mentor verifies that all Year One Resident Educator processes have been		
RE Verification of		By placing an your initials in the box to the left, the Resident Educator verifies that all Year One Resident Educator processes have		
Resident Educator				
Mentor Name:				

- **Meetings**

- Resident Educator Coordinator meetings:
 - All resident educators at the beginning of September
 - All mentors at the beginning of September
- Year 1 mentors meet:
 - Formally 2 times a month with their resident educator(s)
 - Informally via phone, chat, and e-mail
- Year 2 mentors meet:

- Formally 2 times a month with their resident educator(s)
 - Informally via phone, chat, and e-mail
- Year 3 facilitator meets:
 - Formally every other week resident educators through December to discuss the RESA expectations
 - Informally via phone, chat, and e-mail
 - Formally every other week to go through the ODE leadership course
- Year 4 mentor meet:
 - Formally 1 time a month with their resident educator(s)
 - Informally via phone, chat, and e-mail
- **Monitoring of Work Completed**
 - Mentors complete a collaborative log each time they meet with their resident educator(s) and share the collaborative log with:
 - Their resident educator(s)
 - Resident Educator Coordinator
- **Timelines**
 - Year 1 - Mentors meet with their resident educators September – April
 - Year 2 - Mentors meet with their resident educators September - April
 - Year 3
 - Facilitator meets with resident educators September – December to discuss the RESA expectations
 - Facilitator meets with resident educators January – April to go through the ODE Leadership course
 - Year 4 - Mentors meet with their resident educators September - April
- **Ratios of Mentor to Mentees**
 - Year 1 – 2 resident educators to 1 mentor
 - Year 2 - 2 resident educators to 1 mentor
 - Year 3 - 10 resident educators to 1 facilitator
 - Year 4 - 1 resident educator to 1 facilitator

Professional Development Plan for Teachers	6.3d	8) Using the <u>Ohio Standards for Professional Development (adopted 2015)</u> , describe the process for how the school will <i>develop, implement, and evaluate</i> a differentiated professional development plan for teachers informed by student data, curriculum needs, OTES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan. Describe the school's plan for ensuring that teachers are trained in and demonstrate competency in online instructional methodologies and learning technologies.
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Prior to the start of each school year the school leaders will collaborate to create the school's Annual Professional Development Plan. To create this plan leaders will consider first the Ohio Standards for Professional Development:

- Standard 1: Learning Communities
- Standard 2: Leadership
- Standard 3: Resources
- Standard 4: Data
- Standard 5: Learning Designs
- Standard 6: Implementation
- Standard 7: Outcomes

Additional consideration will be given to State or Federally mandated compliance topics, topics aligned to state Department of Education initiatives, topics aligned to current research on instructional best practices, topics aligned to school specific goals, topics aligned to teacher observation and evaluation data, topics aligned to responses obtained from teachers in needs surveys, and topics aligned to areas of need as demonstrated by student data.

After gathering relevant topics from the categories above leaders will work to prioritize topics by determining which topics may provide skills and knowledge foundational to others, and which topics are most impactful to achievement of stated school goals. In this way leaders will establish a focus on a handful of specific training initiatives, ensuring that Professional Development opportunities are intentional and focused, and meaningful efforts can be devoted to implementation of strategies presented. For each focus area selected leaders will also consider what subgroup specific training may need to be provided as relevant to that topic. The plan will map what training is to be provided prior to the start of the school year, as well as a calendar of topics for a year of professional development. Some topics may be addressed multiple times in a progressive fashion. A minimum of one large or small group formal Professional Development opportunity will be presented each month, however Professional Development will also occur in ongoing team meetings as well as in the informal observation and feedback cycle. In the initial plan, openings will be left for timely Professional Development needs that surface during review of student data in ongoing data meetings.

Since the Professional Development Plan will be developed intentionally with an eye towards a limited number of goal-aligned high impact strategies, there will be ample opportunity to focus on meaningful implementation of strategies presented. Topics that were mapped to be addressed multiple times will naturally provide a progression of training opportunities. For example, English teachers may first attend a presentation on using rubrics to grade student writing. During the informal observation and feedback cycle, this might be a focus area for the principal. He or she might observe the teachers presenting and explaining the rubric to students, and then providing aligned instruction. During the feedback session the principal might ask the teacher to share a graded writing sample and talk through how he or she rated it. The principal might provide feedback on how the teachers' use of the rubric could be improved. During the next PD opportunity teachers might be asked to individually score a writing piece, and then engage in group

discourse on how each teacher rated each element and why, with the intention unpacking the judgements teachers were making and the evidence they were utilizing.

During staff meetings, shared Professional Development focus areas will be consistently revisited, with reports on status and progress on each area. During these meetings implementation of PD strategies will be reviewed in the context of student data to determine if implementation is impacting student performance. Leaders will collect teacher feedback on each Professional Development session via survey. The Survey will ask a series of questions aimed at understanding participant satisfaction, impact on professional practice, how the teacher plans to implement what was learned, what the teacher believes is needed to implement successfully, and feedback on how the session could be improved.

The school's Professional Development plan will identify focus areas for professional development, and these focus areas will be incorporated into informal observation and coaching cycles. During feedback sessions the leader will provide teachers with input on their implementation of focus area strategies and techniques. Goals created may align with these strategies as well.

During the creation of the Professional Development plan school leaders will identify the focus areas for PD. With each designated focus area will come a determination of what subgroup specific training will be needed. For example, if the school determines that early literacy is a PD focus area for the year the school will incorporate specific trainings on topics such as improving exposure to vocabulary for ELL students, or how to bolster vocabulary development for students living in poverty. If in year data review shows specific weaknesses in subgroup performance additional training opportunities will be provided to address these needs.

Professional Development Plan for School Leaders

6.3d

9) Using the Ohio Standards for Principals 2018, describe how the school will *develop, implement, and evaluate* a differentiated professional development plan for school leaders informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan. Describe the school's plan for ensuring that school leaders are trained in and demonstrate competency in online instructional methodologies and learning technologies.

The Regional Vice President will complete a needs assessment and work with the Principal to *develop* a Professional Development Plan. Pathfinder will use the Ohio Standards for Principals, to include the 10 standards within the main domains for Leadership, Learning, Culture and Management. The plan will be *implemented* and supported through summer training, targeted leadership training and job embedded coaching. The Principal will be supported through ongoing professional development sessions for more intense development of skills and strategies. The Principal will also receive differentiated support from the Regional Vice President throughout the year. In addition, the Principal will participate in ongoing weekly calls for individualized professional development with the Regional Vice President and a representative from the school's sponsor that focuses on specific building needs. The progress on the plan will be *evaluated* through data collected from student data (academic, climate, and survey), OTES, OPES,

IPDPs, and the Resident Educator Program. The plan will be embedded in the school's continuous improvement plan through the activities/milestones which support each of the school's goals.

School Calendar	6.3.1	9) Provide the proposed school calendar, including how parents and students will be notified. It must be comprehensive with professional development and assessment days, vacation days, and number of hours the school will be in session. The school calendar will need to be submitted annually by a due date established yearly for approval by the Sponsor and ODE. Once the calendar is approved, changes can only be made for limited reasons with approval of the sponsor and ODE, and may require a corrective action plan.
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**Pathfinder Career Academy of Ohio
2022-23 Student School Calendar**

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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October 2022						
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23	24	25	26	27	28	29
30	31					

November 2022						
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27	28	29	30			

December 2022						
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January 2023						
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29	30	31				

February 2023						
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19	20	21	22	23	24	25
26	27	28				

March 2023						
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April 2023						
Su	Mo	Tu	We	Th	Fr	Sa

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa

Daily Schedule	6.3.1	10) Provide the school's proposed daily schedule(s). The daily schedule must incorporate all core and non-core content areas. The schedule must demonstrate common planning time for teachers. Please include the number of hours per day. If additional services are provided, such as after-school tutoring, include these on the schedule.						
	<u>Math</u>	<u>English</u>	<u>CBI /S. Studies</u>	<u>Science</u>	<u>IS</u>	<u>Career Coach #1</u>	<u>Career Coach #2</u>	<u>Guidance/Testing</u>
8:30 - 9:05	Math	ENGLISH	Electives Lab	Science	Resource	Plan	Electives Lab	Guidance
9:05 - 9:40	Plan	ENGLISH	Social Studies	Science	Resource	Electives Lab	Mentor Support	Guidance
9:40 - 10:15	Math	Title1	Social Studies	Electives Lab	Resource	Electives Lab	Mentor Support	Guidance
10:15 - 10:50	Math	ENGLISH	Social Studies	Plan	Resource	Electives Lab	Mentor Support	Guidance
10:50 - 11:25	Title1	ENGLISH	CBI	Science	Resource	Electives Lab	Mentor Support	Guidance
11:25 - 12:00	Math	ENGLISH	CBI	Electives Lab	Resource	Electives Lab	Mentor Support	Guidance
12:00 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 - 1:05	Math		CBI	Electives Lab	Resource	Mentor Support	Electives Lab	Guidance
1:05 - 1:40	Math	ENGLISH	CBI	Electives Lab	Resource	Mentor Support	Electives Lab	Guidance
1:40 - 2:15	Math	ENGLISH	Plan	Science	Resource	Mentor Support	Electives Lab	Guidance
2:15 - 2:50	Title1	ENGLISH	Social Studies	Science	Resource	Electives Lab	Plan	Guidance
2:50 - 3:25	Math	Plan	Social Studies	Science	Resource	Mentor Support	Electives Lab	Guidance
3:25 - 4:00	Math	Title1	Social Studies	Electives Lab	Plan	Mentor Support	Electives Lab	Guidance

6.3e Prevention and Intervention Policy

A *Comprehensive System of Learning Support Guidelines*, an Ohio State Board of Education approved document (link provided below), provides direction for foundation and intervention services to students to assist with the development of necessary systems to meet the unique needs of students. <https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/School-Safety-Resources/Comprehensive-System-of-Learning-Supports-Guidelin/Brochure-fulfillingthepromise.pdf.aspx>

Appropriate implementation of the guidelines will result in school meeting or exceeding RC 3313.6012 requirements to (1) provide diagnostic assessment procedures, (2) provide intervention services based on the results of the diagnostics, (3) collect data regularly, and (4) use the data to evaluate the effectiveness of the interventions. Please provide strong evidence and specific details to address the items below.

Prevention and Intervention Plan	6.3.2	<p>1) Describe a whole-child model for meeting students needs related to health, safety, engagement, personalized learning and prepared for success.</p> <p>2) Describe the school's <u>multi-tiered educational services</u> policy, plan and procedures to provide early detection and intervention for your at-risk (NOT identified special education students) experiencing academic and/or behavior problems, and address the needs of <u>ALL</u> students (i.e. limited English proficient, gifted, Third Grade Reading Guarantee, homeless, lowest achieving 20%).</p>
<p><i>Whole Child Model:</i></p> <p>Supporting the whole student is critical to ensuring ALL students are successful in an online environment. According to the Science of Learning & Development Alliance, "The lesson from the science shows that all children have talents; that all children can succeed in intentional, well-designed, developmental contexts." At Pathfinder Career Academy, the whole-child model will consist of 3 building blocks that serves as the foundation for student success: an advisory model, shared values and norms, and tiered whole student supports.</p> <p><i>Advisory</i></p> <p>Advisory is the core organizational and relational structure of PCA and will be used to intentionally drive an aspirational school culture and create a safe environment for students to thrive. Within the advisory program, students will be looped across multiple years to build positive developmental relationships and foster consistency and coherence. In addition to expanding student/teacher relationships, this will also extend relationships with the students' families and the broader community.</p> <p><i>Shared Values & Norms</i></p>		

Shared values and norms will shape the culture at PCA. Collaboration and communication will be valued across all stakeholders. PCA will be community focused with the goal of activating and building student networks. Student voice is valued in the school decision making process for his/her personalized learning plan. Parents will also take an active role in their student's learning, collaborating with the school team and community throughout.

Tiered Whole Student Supports

Tiered whole student supports will be implemented to empower students to overcome any academic, social, emotional, mental health or other challenges to ensure success in school and in their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources.

The student services team will consist of career coaches and counselors trained in trauma-informed care who will work together with teachers and families to provide the wrap around supports and postsecondary guidance needed to ensure students are motivated and stay on track for graduation.

Each student's learning experience is personalized to his or her interests, skills, and needs, with a holistic focus beyond academics. There will be an emphasis and dedicated curriculum on life skills and executive function. Teachers and student services team members will take a strength-based approach when working with students. This includes focusing on individuals' strengths and abilities as well as wider social and community networks. It will always be student led with an aim on future outcomes and strengths that can be brought to an issue or challenge.

MTSS (Academic Intervention)

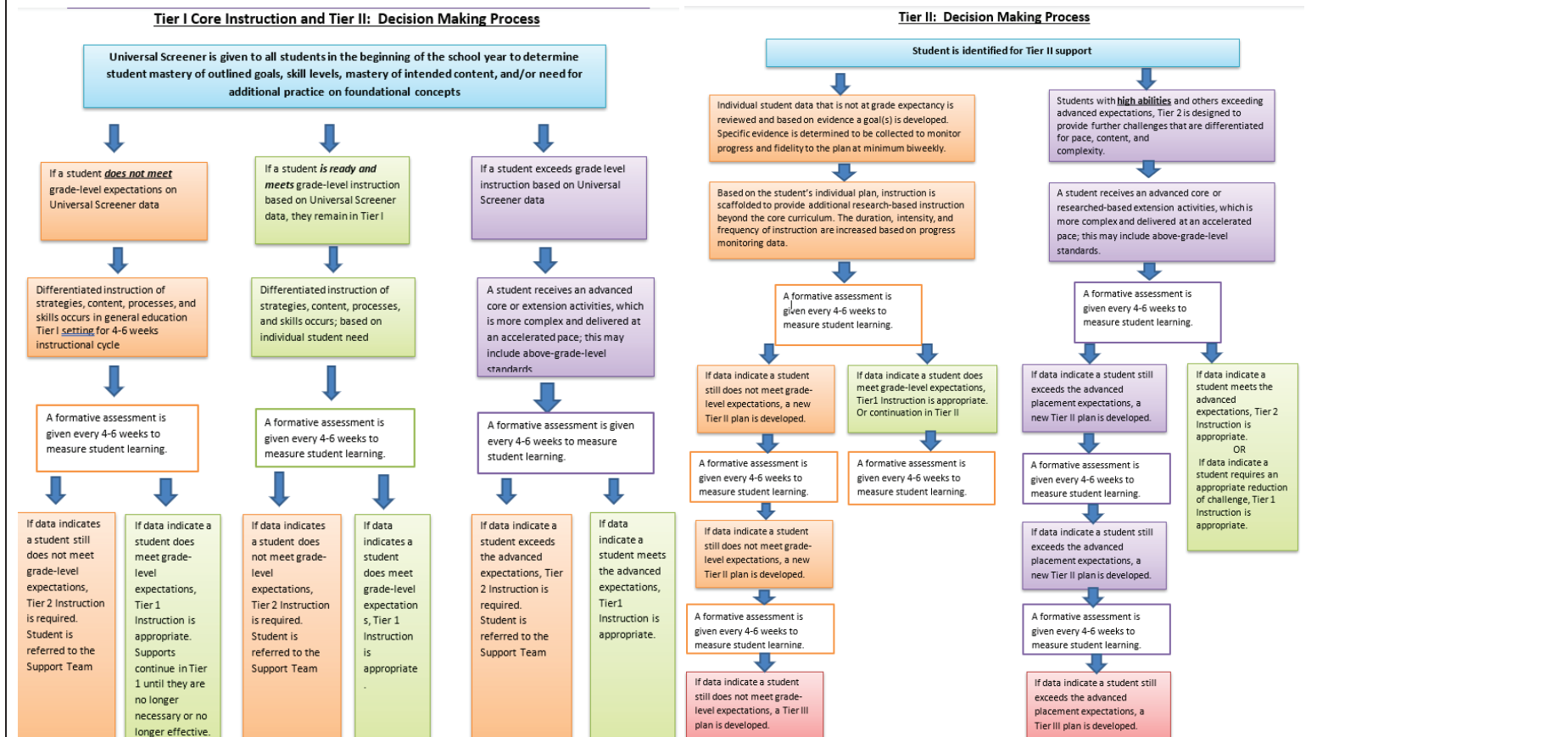
As part of a comprehensive instructional model, the school will establish an MTSS (Multi-Tiered System of Supports) multi-tier approach to the early identification and support of student learning. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the MTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Students failing to demonstrate mastery of standards are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and integrated as part of the instructional cycles.

Tier 1 Instruction refers to research-based core classroom curriculum and instruction for all learners that focus on the essential elements of a subject. Designed to meet the needs of the vast majority of students, Tier 1 provides the foundation for instruction upon which all interventions are formulated. Pre-assessment data, administered at the beginning of an instructional cycle, drive differentiated instructional decisions based on evidence of proficiency or evidence of difficulty. Identified students with high proficiency in a particular subject or content can be grouped together to receive more in-depth instruction. Pre-assessment data are used to find additional students who need advanced instruction.

Students who are identified by a Universal Screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1 are considered in need of additional support in Tier 2. Tier 2 Instruction provides strategic, targeted extensions in addition to the core curriculum and instruction present at Tier 1. Data from consistent progress monitoring is used to guide the intensity, duration, and frequency of instruction and vary

based on individual learning goals. For students performing below grade level, Tier 2 is intended to remediate deficiencies and provide the support needed to be successful in Tier 1. For students exceeding the higher-level expectations of the advanced core based on Universal Screener or other data, Tier 2 is designed to provide further challenges that are differentiated for pace, content, and complexity in the core subject.

Tier 3 Instruction provides intense intervention to target specific, individual student needs and goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2. For students with the most significant needs, this requires explicit, intensive, and specifically designed lessons in addition to Tier I and in place of Tier 2 Instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met.



Tier III: Decision Making Process

Tier 3 Instruction involves research-based, intensive, targeted interventions for 4 to 6 weeks for students with needs that are not adequately addressed in Tiers 1 and 2. Progress monitoring data is collected weekly.

A formative assessment is given at 4 – 6 weeks to measure student learning.

If data indicates a student still **does not meet** grade-level expectations a related disability is suspected, a referral for educational evaluation will be appropriate.

High Ability
Tier 3 Instruction continues for students with advanced core aligned to grade-level standards. Tier 3 is designed to provide intensive instruction and/or highly individualized challenges.

If data indicates a student **does meet** grade-level expectations, the student can be served in Tier III or moved to Tier II if appropriate, and progress monitored regularly to ensure Tier III services are not needed for the student to remain at grade level.

Engagement Protocol (Behavior Intervention)

All students will be expected to continuously engage in instructional programming to be successful in PCA. The school engagement protocol is an accountability-focused approach to student and family engagement. This protocol sets a minimum level of daily expectation for students and families.

Support Levels

Student Services staff, teachers, and administration will monitor attendance, course completion, assignment submission, and compliance with school and state assessment requirements to determine a student's engagement level.

Level 1: General school-wide prevention and programming.

- Onboarding, homeroom support, live instructional sessions, and student group activities
- Compliance with school policy regarding attendance, engagement, assignment completion and communication is expected

Level 2: Engagement or course progress concerns requires student to receive additional support and progress monitoring through an intervention plan.

During this period, the focus will remain on enhancing academic growth through increased contact with teacher and support staff, modification of learning goals, and/or modification of the student learning plan. Student Services staff will work with teacher to identify any barriers interfering with student's education, setting specific goals, and creating a Student Success Plan to provide additional support or accountability as needed. Individual check ins and/or additional small group sessions may be required.

- Teachers and Student Services team members identify intervention methods in conjunction with the student and learning coach. The advisory teacher will facilitate the process, monitor progress, and provide regular, formal follow-up.
- In review of the plan, the following actions may occur:
 - Excellent progress – student is re-assigned to Level 1 supports
 - Moderate progress – student continues receiving Level 2 supports and review
 - No progress – student is escalated to administration
 -

Level 3: All available resources and interventions have been exhausted for a student. Students are escalated to administration for next steps, including possible transfer to another school program to address their individual needs more appropriately.

Career-Based Intervention

Career-Based Intervention (CBI) will be implemented at PCA for any student who is identified as disadvantaged and having barriers to achieving academic success. This program will be designed to develop professional skills and implement an individualized career plan for post-secondary success. A combination of online classes and in person experiential learning opportunities will be provided to assist and prepare students for graduation, additional CTE training, postsecondary education, and/or a meaningful career.

Professional Development

Effective professional development is also key to maximize success in improving student achievement. All staff will receive numerous hours of professional development related to student engagement, boosting achievement, Social Emotional Learning (SEL), working with subgroups, and other topics - all as they are encountered in the online environment. Professional development will be provided using both in-person and online modalities. Along with participation in monthly online professional learning communities, staff will be trained in techniques of differentiated instruction, enabling them to identify students' learning styles and to create learning activities compatible with the students' needs. At the same time, the staff will be trained to use various assessments and how to interpret those results to personalize instruction based on individual student needs.

6.4a Goals and Performance Indicators

The school will be required to show progress toward meeting the goals established in its OIP School Improvement Plan. The OIP School Improvement Plan will be reviewed at monthly board meetings and updated as needed. Revised plans will be submitted to the Sponsor.

Schools newly chartered with Charter School Specialists will establish an OIP School Improvement Plan by September 30th.

The sponsor will provide accountability standards, which include but are not limited to, all applicable report card measures set forth in R.C. 3302.03 or R.C. 3314.017.

6.5 Assessment Plan

The Assessment Plan should enable the school to make an accurate reference as to what students should know and be able to do. It should align to the desired learning outcomes of the curriculum.

Nationally Normed Assessment	6.5	1) St. Aloysius requires its sponsored schools to identify and utilize at least one nationally normed, <u>ODE approved standardized testing tool</u> . It is mandatory that the assessment be administered a minimum of twice per year and the administration should be identified on the school calendar. Which Nationally Normed Assessment will be used? Discuss rationale for assessment selection and the relationship to Student Growth Measures (OTES and OPES). Nationally normed assessment data and a comprehensive written analysis will be due to the sponsor by June 30 th of each year.
Assessments Our assessment strategy is designed to provide a balanced system of metrics to gauge and improve student achievement. Our assessments employ research-based practices: <ul style="list-style-type: none"> ○ Renaissance Star Reading & Star Math Assessment <ul style="list-style-type: none"> ▪ Given in 2 administrations: 1 pretest, 1 posttest per ODE guidelines ▪ Administered to grades 9 and higher ▪ Students who enroll after the fall testing window will test immediately upon entry into the program. ▪ Growth is measured for students who are enrolled for at least 13 weeks. Students test again after 13 weeks of instruction. ○ iReady: <ul style="list-style-type: none"> ▪ The iReady Diagnostic is administered three times a year in ELA and Math to grades 6-12. ▪ Ohio Linking Study: https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-diagnostic-assessments-linking-study-overview-ohio-2020.pdf 		
Ohio's State Assessments	6.5	2) All required state assessments must be included in the school's assessment blueprint and calendar. Confirm use of specific state tests, how the data will be collected and distributed to Board of Directors, staff, students, parents, and how the results will impact professional development and Ohio Improvement Process (OIP) goals and strategies. These may include required grade level state assessments, End of Course Exams, Industry Credentialing, ACT/SAT, WorkKeys, OELPA, and Kindergarten Readiness Assessment.

Ohio State Tests Grades 6-12 for CTE community schools:

- Class of 2023 and beyond: End-of-course tests in English language arts II, algebra I, geometry (or integrated mathematics I and II), biology, American history, and American government.
- Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)
- Ohio English Language Proficiency Assessment (OELPA)
- Ohio English Language Proficiency Screener (OELPS)
- State Funded ACT

Formative Assessments

6.5

3) Describe the process for developing formative assessments that includes gauges of all learning domains (social-emotional), sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.

The school will employ a balanced assessment system including the following types of assessments:

- Diagnostic - to measure students' knowledge and skills before instruction
 - Sample assessment tool: iReady
- Interim/Benchmark - to measure progress toward academic goals and standards
 - Sample assessment tools: iReady, Locally Designed Common Mock Assessments, Short Cycle Assessments
- Course Level Formative - to adjust instruction based on student progression toward learning targets
 - Sample Assessment Tools: course embedded assignments, quizzes, unit tests
- Summative - to measure student mastery of standards and provide for data driven instructional decision making
 - Sample Assessment Tools: AZ Required State Assessments, course level summative tests

As a part of the balanced system, the school will divide assessments into two areas: (1) assessment for learning and (2) assessment of learning. This division will not only assist with the evaluation of student learning but also the modification of curricular choices and pedagogy as the school matures over time in educational delivery.

In creating the school's annual assessment calendar the school team will work with the Curriculum and Assessment team and the School Operations team to delineate the purpose of each assessment, the assessment tool to be used, the manner in which the selected tool supports the purpose of the assessment, the population to be tested, the frequency and timing of each assessment, and the follow up actions school staff will take once the assessment data is available (for example use of data during Data Informed Instructional Cycles).

Each year the Head of School and Principal will work with teachers and the assessment team to create the Schools Data Informed Instruction Plan. This plan will be created once the school Assessment Plan has been finalized and will take into consideration the points at which data will be available from each assessment.

The Data Informed Instruction Plan will detail in what groups teachers and school leaders will meet to discuss data, and at what frequency (at least bi-weekly meetings are recommended). The plan will define a school-wide data protocol to be utilized to guide review of the data, interpretation of the data, and determination of follow up actions. Specific data to be reviewed at each meeting will be informed by the assessment calendar. For example, in September teachers might be focused on reviewing data from the diagnostic assessment taken by students in the beginning of the school year, in November short cycle assessment and course level data might be the focus of review as the first quarter draws to a close, and in January teachers might be focused on reviewing data obtained in the Common Mock assessment as they get closer to the start of state testing. During these conversations data will be reviewed through multiple lenses:

- Proficiency and growth data
- Individual student level data
- Grade level or grade band data trends
- Subject area trends
- Data by teacher
- Data disaggregated by student sub-group
- Item level analysis
- Standards level analysis

Notes and action plans will be captured during each meeting and placed in a shared digital space for relevant stakeholders to access. Standards level data analysis and item level analysis completed during these meetings will help to identify any potential curriculum gaps, or areas where curriculum resources are not supporting student mastery. When leaders and teachers see specific standards or skills with low mastery across the majority of the population this is an indication that there may be an underlying curriculum or instructional issue. Data protocol questioning will be applied to assist in identifying the root cause of trends in non-mastery. Likewise, if analysis shows low mastery of a particular standard for many students within a subgroup, this may be an indicator that there may be an underlying curriculum issue, and further root cause analysis will be completed. In either case, if it is determined that a curriculum resource is not supporting student mastery on a specific standard this gap will be escalated to the Curriculum and Assessment team so that supplemental resources and additional content can be provided.

Non-Academic Measures	6.5	4) Describe non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness to which the school will hold itself accountable.
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A variety of non-academic measures will be used to inform school practices and program effectiveness. According to a McKinsey analysis (2015 OECD PISA test data), students' mindsets are twice as predictive of a student's academic achievement than their home environment or

demographic. Therefore, PCA will assist in shaping student's mindsets by affirming their abilities, talents, and aspirations to ensure success in school and in their personal life. As a part of the career development activities, character strengths, interests and abilities surveys from Newsela and Naviance will also be administered to students to help match their likes and dislikes to careers best suited for them.

Learning style assessments will be used to help students gain a better understanding of their basic learning patterns, assess their own education, and to offer study strategies appropriate for their learning style. Students will take personality inventories to reveal information about their attitudes, social traits, strengths, and attitudes. This type of self-assessment tool also helps career counselors and coaches to learn about their students' personality types. In order to offer relevant and engaging programs of study, students will be given inventories on career clusters of interest as well.

Finally, PCA will measure important interactions and key milestones through several feedback surveys throughout the school year. A parent start-up survey will be deployed for all new and returning families at school start, as well as second semester for any additional enrollments. In addition, an annual student and parent satisfaction survey will be given each year to inform school goals and priorities. Survey results will be shared with school staff and families to highlight successes and areas of improvement.

Diverse Measures of Student Performance	6.5	5) Identify diverse ways to measure student performance beyond standardized assessments that include tools such as student portfolios, capstone projects, presentations or performance-based assessments to which the school will hold itself accountable.
<p>Various types of assessments beyond standardized tests will be used to measure what a student knows and can do to demonstrate mastery.</p> <p><i>Student Portfolios</i></p> <p>Students will be building their portfolio as they progress through middle and high school, as a core component of their personalized career development planning. All interest and skills assessments, student interests and abilities, academic work, career goals, cluster/pathway completion, and training/education will be captured to showcase their accomplishments.</p> <p><i>Capstone Courses</i></p> <p>All CTE programs of study will culminate into a final capstone course that may include a work-based experience such as an internship or externship. This capstone course allows students to apply their learning from their coursework into a meaningful and relevant career-related experience across an extended period of time.</p> <p><i>Performance Based Assessments</i></p>		

Students demonstrating technical skills is the best and most frequent way to assess student learning in CTE courses and pathways. Evaluating student demonstration of performance will be completed through rubrics. Rubrics will be used for a variety of performance tasks including, live work, group projects, demonstrations, and presentations.

Technical Assessments

Course work and pathways will culminate in opportunities for students to gain nationally recognized industry credentials and certification of value. Examples of Technical assessments include NOCTI, Microsoft, Adobe, IC3, and PMI.

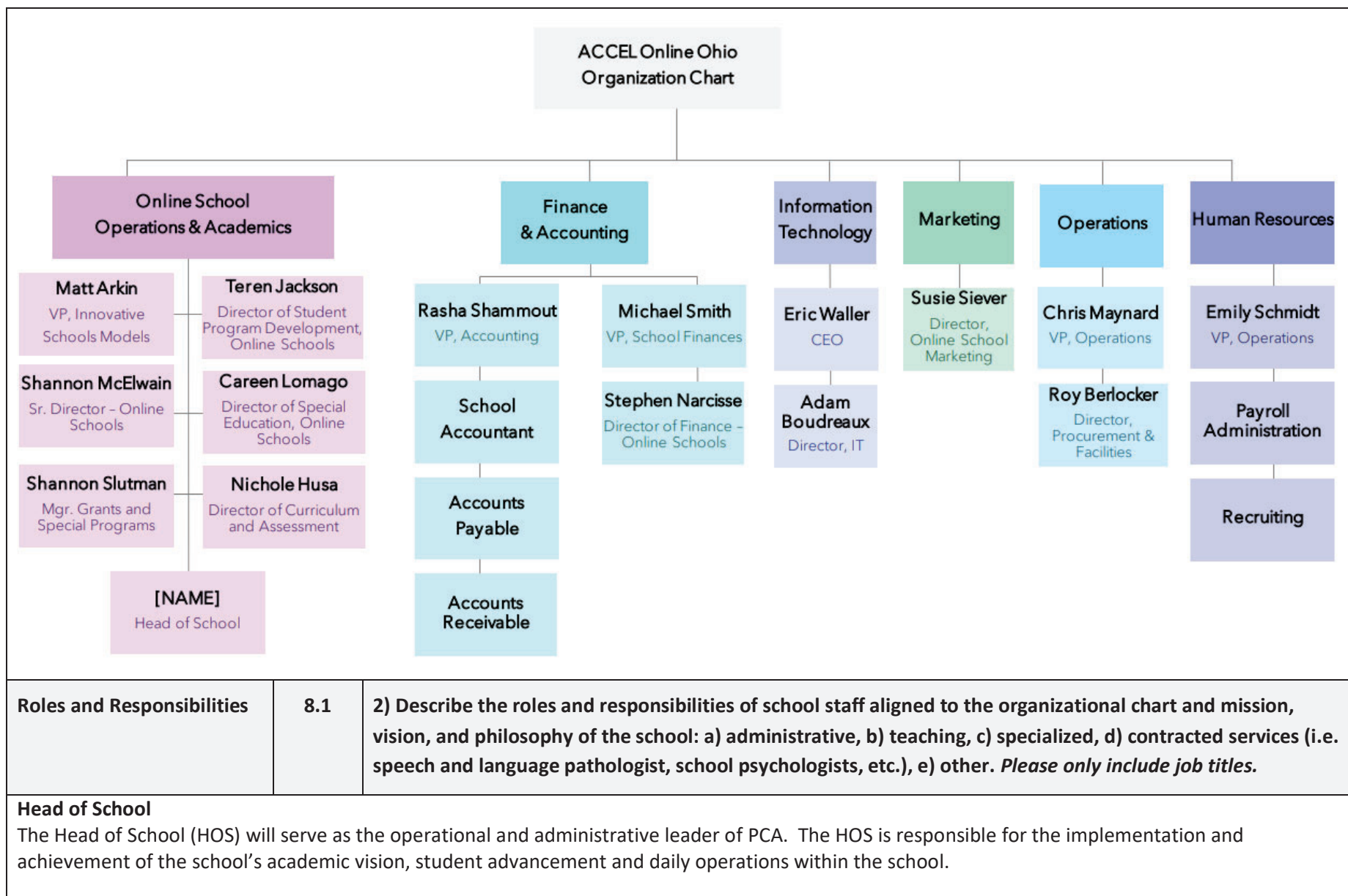
Life/Workplace Readiness Assessments

In addition to specific program assessments that focus on technical skills, workplace readiness assessments will be provided to measure general career readiness and earn industry recognized credentials. Examples include ACT Work Keys, NOCTI Employability Skills, and National Work Readiness Assessment.

8.1 Organization and Staffing

Personnel and understanding of roles and responsibilities are critical for successful school operation. Please provide strong evidence and specific details to address the items below.

Organizational Chart	8.1	1) Provide the school's organizational chart with clear identification of all positions including fiscal officer, EMIS and Management Company (if applicable).
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MS Academic Lead (Principal)

The middle school principal will serve as the instructional leader of the 6th through 8th grade campus at PCA. This role will ensure successful academic outcomes for all students while employing long-term instructional sustainability measures involving professional development, teacher quality assessment, curriculum, and pedagogical advancement.

HS Academic Lead/CTE Admin (Principal)

The high school principal will serve as the CTE and instructional leader of the PCA high school campus. This role will ensure successful academic outcomes for all students. In addition, this high school principal will be responsible for building, supporting, and sustaining a school wide CTE program in collaboration with business, labor, and postsecondary partners to provide relevant and rigorous pathways and coherent courses of study based on industry needs and academic standards.

Operations Manager

The Operations Manager will serve as the business operations leader at PCA, managing all non-instructional functions, services, and staff. This role ensures that the school is managed with operational excellence and fiscal prudence by creating, refining and implementing policies and systems while upholding the values of PCA.

Special Education Coordinator

The Special Education Coordinator will provide oversight and development of innovative special education services to meet diverse student needs and ensure quality of education and compliance.

Student Services Coordinator

The Student Services Coordinator provides leadership and coordination for all student support services programming in ACCEL online schools, including new student onboarding, student attendance and engagement, school counseling, social work, and other health services.

Business & Partnership Coordinator

The Business & Partnership Coordinator will work collaboratively with building principals and CTE teachers to ensure the delivery of career development services; facilitates linkages with business/industry, postsecondary institutions, and community partners; and assists with ensuring program funding and compliance.

Career Counselor

The Career Counselor will design, deliver, and evaluate a developmentally appropriate comprehensive school counseling program that addresses the academic, career and personal/social development needs of all students. Collaborating with students, families, educational staff, and the community, career counselors work to ensure all students develop an academic and career plan reflecting their interests, abilities, and goals and includes rigorous, relevant coursework and experiences appropriate for that student.

Career Coach

The Career Coach manages the delivery and implementation of onboarding, SEL, core interventions, and support services for assigned students. This role serves as the primary contact for new families and provides oversight of educational interventions and career learning supports to assist with increased engagement, student learning outcomes, and successful completion of school.

General Education Teachers

Teachers are responsible for providing instruction to students including curriculum implementation and personalization, evaluation of students' progress, and accurate maintenance of all students' records. Classroom instruction should be interactive and incorporate a variety of teaching techniques, materials and resources.

Special Education Teachers

Special Education teachers support the educational and behavioral goals of all students with a focus on students with an Individualized Education Program. The Special Education Teacher assists with the implementation of the Individualized Education Plan (IEP) for each student served, writes IEPs in a timely manner, participates in the Multi-Tiered System of Supports (MTSS) and maintains student records and files according to federal, state and local mandates.

English Language Learner Teacher

ELL teachers are responsible for providing ELL program administration, professional support and training, and student and family services. The ELL teacher applies sound language acquisition principles to program development, teacher support, and student education. In addition, the ELL Teacher advises administration in order to ensure state and federal compliance.

Recruitment and Retention Plan	8.1	3) Describe the plan to recruit, retain and train highly qualified personnel including how the school will meet the goals identified in Ohio's 2015 Plan for Equity at ODE's website at: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx .
Pathfinder will be hiring school leadership roles after the application has been accepted. After the acceptance is received, recruiting will begin. School leaders will be expected to have expertise in leadership, operations, school governance, curriculum, instruction, and assessment, serving at-risk students and those with special needs, experience in performance management and in parent and community engagement. Team members will be recruited and hired based on these criteria in order to find those that are most qualified and also have personal educational philosophies that align with the mission and vision of the school. At all times, recruits will be measured against as many of the above qualities as possible, and when not possible, the team will be created in order to balance strengths and weaknesses to reflect the necessary criteria.		

The Head of School and Board members will work together to recruit and retain highly qualified teachers and staff. The Head of School will assist the Board and the marketing team in creating and sustaining a diverse marketing plan to recruit, hire and retain effective and highly qualified teachers. Pathfinder would begin recruiting in the early spring for school launch and would prioritize the hiring of a Head of School. The recruiting team works with the Head of School and other leadership to agree on key selection criteria, compensation structure, and hiring process. Pathfinder seeks to hire a balanced workforce of seasoned teachers and newly trained graduates. Candidates are screened for their experience in and passion for online instruction.

Pathfinder will actively recruit qualified and dedicated teachers who are excited to support a rigorous and nurturing classroom environment that prioritizes student learning and social-emotional development. The school will look to hire a diverse staff of passionate administrators and educators who value research-based practices and a desire to grow as professionals. We will work tirelessly to raise student achievement, regardless of historical barriers, while committed to participating in ongoing professional development, job embedded instructional coaching, and embracing a growth mindset.

In order to ensure the highest quality of educators, we will recruit candidates that we believe will: embody the core values of the school, participate in continuous, research-based professional development to hone their craft, demonstrate a passion for personal improvement, are willing to be held accountable for student learning, and who will effectively and regularly communicate with parents, other teachers, and the school leadership. We will provide numerous professional development opportunities for our teachers, will support them with a full time, online trainer, and will reward teachers for high quality performance.

We will advertise positions on widely used education-focused job boards including Education Week, SchoolSpring, Teacher-Teachers, LinkedIn, Indeed, Handshake, university sites, as well as recruit using one-to-one and event strategies. We will conduct a thorough interview process with multiple stages to identify top candidates. Once top candidates are identified, we will conduct comprehensive reference checks to include recent supervisors.

The school will offer a competitive compensation and benefits package to teachers and staff. Pathfinder Board and Head of School will work with the Accel HR support team to review state salaries by position. Compensation and benefits are key recruitment and retention tools. Some strategies employed to recruit desirable candidates include:

- Using salary structures that recognize educational attainment and experienced teachers' prior years in the classroom;
- The use of sign-on bonuses when credentialed teachers are in short supply;
- The use of performance-based incentives that are tied to student and school achievement;
- The opportunity to participate in supplemental activities such as tutoring programs;
- The opportunity to perform supplemental duties such as Lead Teacher or Teacher Mentor;

- An affordable and attractive set of health, education, and supplemental benefits.

The school will identify a base starting salary and then use a point system that would provide additional pay based on several factors including but not limited to years of teaching experience, especially in a virtual school, advanced degrees or professional licenses, licensed teachers in subjects where there is short supply, teachers willing to take on supplemental roles at the school, and teachers with unique skills.

Pathfinder will pursue a competitive health benefit plan using the HR support services provided by Accel to work with national and or local brokers to procure the best health benefits plan possible within the school's budget. The benefits will include medical benefits, dental and vision benefits, flexible spending plan, short-and long-term disability insurance, basic life insurance, and accidental death and dismemberment insurance.

Ancillary Insurance Benefits -Full-time employees (those who work 30 or more hours per week) receive Short-Term Disability, Long-Term Disability, Basic Life, and Accidental Death & Dismemberment (AD&D) insurances.

Student/Teacher Ratios**8.1**

4) State the student/teacher ratios for the school. *Ratios can be no more than 125 students to 1 teacher (125:1) for internet- or computer-based schools.*

The Pathfinder Career Academy of Ohio total student to teacher ratio will average 25:1 per course over the five years.

Staffing Plan for Projected Enrollment**8.1**

5) Describe the staffing plan (for the next 5 years) based on the projected enrollment and differentiate between certified teaching, para-teaching, and non-licensed staff.

Below is the staffing plan for the school for all five years, broken down into four categories: Teachers, Teaching Support, Support Services-Administration, and Support Services- Special Education. All teachers will be Ohio licensed as will the School Counselor. It is our goal to hire para-professional licensed staff as our Success Coaches or support them in attaining that licensing after hiring.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	550	725	950	1050	1200
Teachers					
Category	Year 1	Year 2	Year 3	Year 4	Year 5

General Ed Teaching Staff (6-12)	17.4	23.0	30.2	33.3	38.2
ELL Teaching Staff	0.5	0.5	0.5	1.0	1.0
SPED Teaching Staff	3.9	5.1	6.7	7.4	8.4
Total	21.8	28.6	37.3	41.7	47.6
Teaching Support					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Career Coaches	3.0	4.0	5.0	5.5	6.0
Career Counselor	2.0	2.5	3.0	3.5	4.0
Total	5.0	6.5	8.0	9.0	10.0
Support Services – Administration					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	1.0	1.0	1.0	1.0	1.0
High School Principal	1.0	1.0	1.0	1.0	1.0
Middle School Principal	1.0	1.0	1.0	1.0	1.0

Student Services Coordinator	1.0	1.0	1.0	1.0	1.0
Business & Partnership Coordinator	1.0	1.0	1.0	1.0	1.0
Operations Manager	1.0	1.0	1.0	1.0	1.0
Total	6.0	6.0	6.0	6.0	6.0
Support Service – Special Education					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Special Education Coordinator	1.0	1.0	1.0	1.0	1.0
Total	1.0	1.0	1.0	1.0	1.0
Plan for Face-to-Face Interaction with Students		6) Describe the plan for face-to-face meetings between teachers and students including the number of visits to be required and the potential location for these visits.			
<p>While PCA is a fully virtual program, there will be many opportunities for students to engage in face-to-face meetings with their teachers, as well as their peers. Individual in person connections with teachers will be determined according to the student’s needs and personalized learning plan. Monthly field trips will be offered to further engage students, sparking intellectual curiosity and interest in and out of school. In addition, community service projects and project-based learning opportunities will provide additional engagement in collaborative and group learning activities. Engaging in community service projects will provide students with the opportunity to become active members of their community and have a lasting, positive impact on their educational experience and society at large. Students who are enrolled in career pathway courses will have ongoing opportunities for face-to-face, hands-on experiences with their CTE teachers and industry experts.</p> <p>All activities will be planned across the state of Ohio while focusing on regions where enrolled PCA students reside. Potential locations include, museums, the zoo, language and culture tours, business educational tours, manufacturing facilities, arboretums and botanical gardens, farms, and science centers.</p>					

Plan for Equity and Access		7) Describe your plan to ensure your students' ability to access a device, all academic programs, and internet connectivity. Describe the practices in place to provide accommodations for students with disabilities.
<p>All students will be provided with the hardware and software required to access the curriculum, including a Chromebook and earbuds for each student. PCA will ensure that all students have access to broadband internet to participate in the school program, which may include providing Wi-Fi Hotspots.</p> <p>If the IEP Team determines that a student needs any assistive technology (AT) devices or services, PCA will provide the requisite AT, including any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other AT as specified in the students' IEP.</p>		
Program Evaluation		Provide the school's plan to conduct ongoing internal and external evaluations to measure program effectiveness.
<p>A variety of non-academic measures will be used to inform school practices and program effectiveness. According to a McKinsey analysis (2015 OECD PISA test data), students mindsets are twice as predictive of a student's academic achievement than their home environment or demographic. Therefore, PCA will assist in shaping student's mindsets by affirming their abilities, talents, and aspirations to ensure success in school and in their personal life. As a part of the career development activities, character strengths, interests and abilities surveys from Newsela and Naviance will also be administered to students to help match their likes and dislikes to careers best suited for them.</p> <p>Learning style assessments will be used to help students gain a better understanding of their basic learning patterns, assess their own education, and to offer study strategies appropriate for their learning style. Students will take personality inventories to reveal information about their attitudes, social traits, strengths, and attitudes. This type of self-assessment tool also helps career counselors and coaches to learn about their students' personality types. In order to offer relevant and engaging programs of study, students will be given inventories on career clusters of interest as well.</p> <p>PCA will measure important interactions and key milestones through several feedback surveys throughout the school year. A parent start-up survey will be deployed for all new and returning families at school start. In addition, an annual student, parent, and staff satisfaction survey will be given each year to inform school goals and priorities. Survey results will be shared with school staff and families to highlight successes and areas of improvement.</p> <p>Formal program evaluation will be implemented yearly as a part of the school based CTE Advisory Council's calendar of activities. The Advisory Council representation will meet state guidance by pathway and will be involved in curriculum and program improvement, as well as work-based experiences.</p>		

PCA will seek Cognia external accreditation after its first year of operation.

Plan for Student Support Services in an Online Environment

Describe the school's plan for providing an orientation course to online learning technologies and successful online student practices for all students. Describe the school's plan to communicate with each student's parent, or guardian regarding the performance and progress of that student as well as the plan for providing opportunities for parent-teacher conferences.

Describe the school's plan to provide support services, including academic, administrative, and technical support to students.

Describe how the school ensures that academic advising is provided for students.

PCA will take a school-wide approach to onboarding that creates a smooth adjustment for new students and families into the virtual learning environment. Students will be required to participate in a coordinated onboarding program prior to accessing their academic courses to ensure a solid foundation for building the necessary connections for student engagement and success.

After completing onboarding, students will be equipped and ready to learn, understand school expectations, know how to use the system and resources available, and will be connected to the greater school community.

Core Components of Onboarding

- **Welcome Communication Series:** A series of welcome communication opportunities are used to engage and equip students and families with the information they need to be ready for the first day/week of school and beyond.
- **Welcome Call:** The most important part of onboarding is establishing a relationship with students by the holistic owner of the student and across the school community. The student's advisory teacher will make an individual introduction call to connect with and welcome the student and their family to the school and classroom.
- **Orientation Course (Asynchronous):** Students are enrolled in an orientation course that walks them through how to successfully navigate the online schooling environment.

Orientation Modules (Example):

AMP Student Orientation > Modules

Home
Syllabus
Modules
Grades
People
Conferences
Pages
Announcements
Discussions
Quizzes
Assignments
Files
Outcomes
Collaborations
Rubrics
Newsela
Offline Tracker
IXL
Brainpop

Account
Admin
Dashboard
Courses
Calendar
SOP
Inbox
History
Commons
Mastery
Help

Raz-Kids
MobyMax
Edulastic
I-Ready
AMP Dashboard
Grade Sync
Settings

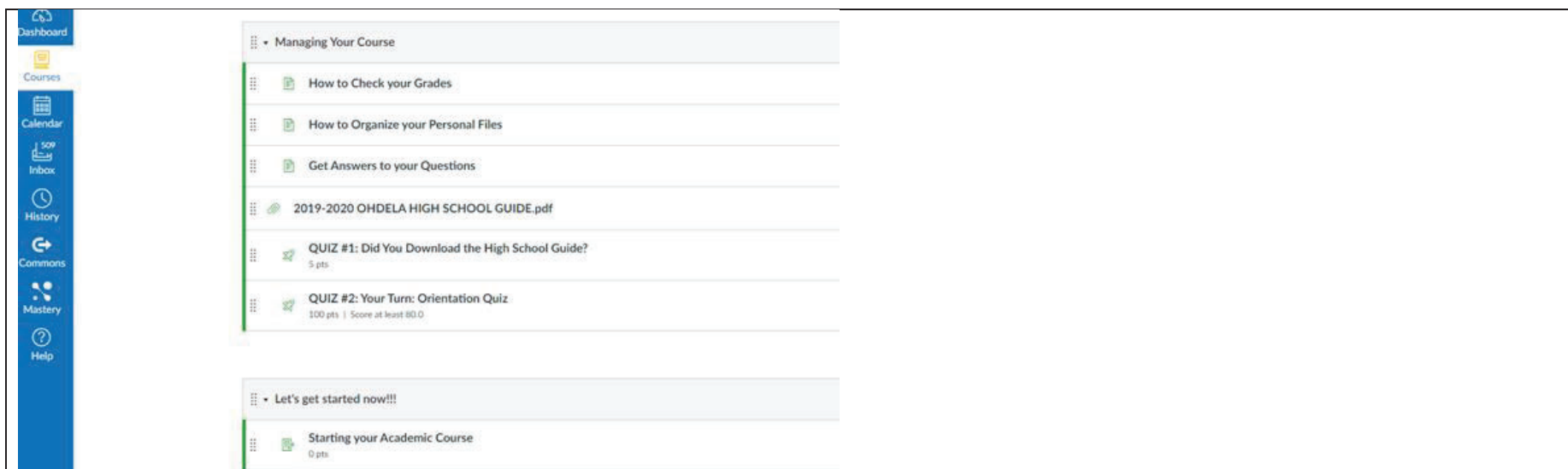
Account
Admin
Dashboard
Courses
Calendar
SOP
Inbox

Getting Started

- Participating in Live Session Conferences
- Your Turn: Live Session Attendance
100 pts | Submit
- Setting your Preferences
- Your Turn: Preferences
100 pts | Submit
- Use your Dashboard
- Syllabus and Calendar
- The Canvas Inbox
- Your Turn: Communicate with your Student Success Coach through your Inbox
100 pts | Submit
- Digital Etiquette

Participating in Your Course

- Navigating through the Course Modules
- Accessing and Submitting Your Assignments
- Your Turn: Submitting an Assignment
100 pts | Submit
- Taking Quizzes and Tests
- Participating in Discussions
- Your Turn: Discussion on Digital Etiquette
100 pts | Submit



- *Live Orientation Session (Synchronous):* Students are required to attend a live orientation session with their assigned success coach. By the end of these sessions, students will know their school team, how to find their schedule, how to use the learning management system, how to get help, and next steps and expectations for the week.
- *Live Help Sessions:* Throughout onboarding, the student success coach will set up regular live help sessions where students and learning coaches can drop in to ask questions, access resources, and continue to connect with the greater school community.
- *Tracking & Follow Up:* Onboarding requirements are outlined and tracked by student for targeted support.

Advisory

Advisory is the core organizational and relational structure of PCA and will be used to intentionally drive an aspirational school culture and create a safe environment for students to thrive. Within the advisory program, students will be looped across multiple years to build positive developmental relationships and foster consistency and coherence. In addition to expanding student/teacher relationships, this will also extend relationships with the students' families and the broader community.

Students will have regular opportunities for individual career planning discussions and activities within their advisory. Each student will have an individualized college and career readiness plan initiated with ongoing updates and activities each year. This plan will include interest and skills

assessments, student interests and abilities, career goals, cluster/pathway opportunities, and training/education requirements. Counselors will teach college and career awareness and exploration lessons, in collaboration with the classroom teacher.

Tiered Whole Student Supports

Tiered whole student supports will be implemented to empower students to overcome any academic, social, emotional, mental health or other challenges to ensure success in school and in their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources.

The student services team will consist of career coaches and counselors trained in trauma-informed care who will work together with teachers and families to provide the wrap around supports and postsecondary guidance needed to ensure students are motivated and stay on track for graduation.

Each student's learning experience is personalized to his or her interests, skills, and needs, with a holistic focus beyond academics. There will be an emphasis and dedicated curriculum on life skills and executive function. Teachers and student services team members will take a strength-based approach when working with students. This includes focusing on individuals' strengths and abilities as well as wider social and community networks. It will always be student led with an aim on future outcomes and strengths that can be brought to an issue or challenge.

Student Support Goals

1. Create a positive and welcoming school climate at school start and throughout the school year
2. Increase the capacity of students and families from a strength-based perspective
3. Ensure students stay on track through early interventions, wrap-around supports and engagement strategies
4. Cultivate community partnerships to better support students and families with social, emotional, and medical needs
5. Work through non-academic issues with students and families to remove barriers to school success
6. Increase sustained enrollment to promote students to the next grade level and graduation

Onboarding	welcome & orientation activities
Community Building	student & parent activities and enrichment programming
Student & Family Engagement	academic progress tracking, intervention, and action planning
Attendance & Absentee Prevention	school-wide attendance efforts and absentee prevention programming
Student Support	social-emotional learning, 504 plans, crisis response and management, community referrals, McKinney-Vento
Graduation Planning & Tracking	course scheduling, grad tracking, and post-secondary planning

School-based support systems:

School-based support staff, including the career counselor and career coach, have unique system permissions that allow them to view course content from the student, track progress, assignment submissions, and grades.

Canvas:

Within the learning management system, support staff has permission for the following:

- o Analytics – view pages
- o Announcements – view
- o Conversations - send messages to entire class
- o Conversations - send messages to individual course members
- o Courses - view usage reports
- o Discussions - create
- o Discussions - moderate
- o Discussions - post
- o Discussions – view
- o Grades - view all grades
- o Groups - view all student groups
- o Web Conferences – create

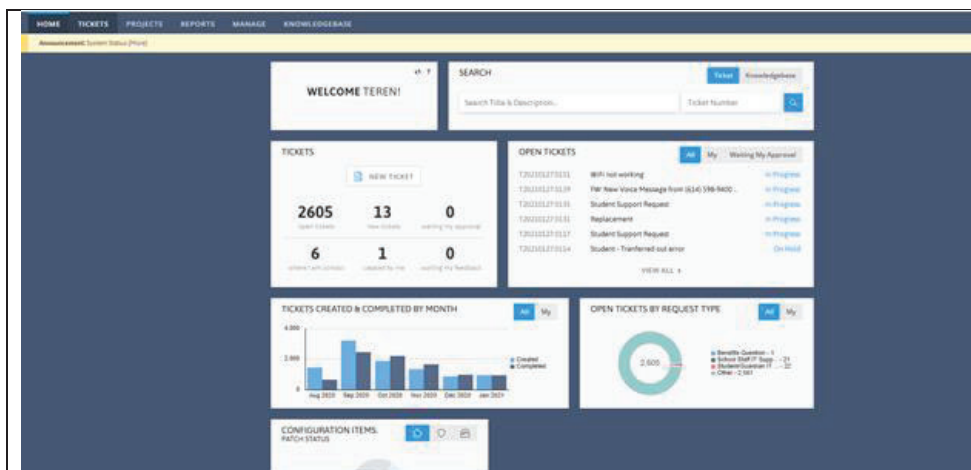
PowerSchool:

Within the Student Information System, support staff has permission to view or modify the following:

- o Student Attendance
- o Student Demographics
- o Student Special Education
- o Student Current Gradebook Grades
- o Student Historical Grades (Transcript grades)
- o Students Scheduling
- o Student Free/Reduced Status
- o Student Withdrawals
- o Student Graduation Progress
- o Student Truancy
- o Staff classes/schedules
- o Log entry

IT Help Desk:

If students need technical support, they have immediate access to submit a ticket through their Canvas account or on the IT website. School-based support staff will have access to see the status of submitted IT Help Desk tickets for students. They can submit a ticket on the student's behalf if needed and can track progress through the IT portal.
















Power BI:

In addition to the systems permissions outlined, various student engagement views and reports are readily available to student support staff through Power BI (Business Intelligent Tool).

- o Engagement
- o Student Grades
- o Attendance
- o Curriculum Activity
- o Live Class Sessions
- o Offline Time

Power BI School Performance Reports

School Performance Reports

	Name	Type
	Analysis-Engagement	Report
	Analysis-Student Grade	Report
	Analysis-Student Testing Center	Report
	At Risk Student Report	Report
	Reports-Attendance	Report
	Reports-Curriculum Activity	Report
	Reports-Live Class Sessions	Report
	Reports-Offline Time	Report
	Reports-Student Course Grade Detail	Report
	Reports-Student Detail	Report
	Reports-Student Population Map	Report
	Reports-Teacher Detail	Report
	Withdrawn Students Weekly Report	Report

Pathfinder Career Academy of Ohio

Additional Clarification on Charter Application 1/12/2022

Learning Standards	Missing detailed descriptions for how the e-school will address physical education and fine arts as required for graduation.
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Pathfinder will offer both Middle and High School PE courses that meet state physical education standards and OH graduation requirements - further information and course alignments are included here as an attachment.

For fine arts, Ohio requires 2 semesters of fine arts for graduation during 7th-12th grade, with the exception that ODE's graduation requirements for 2023 and beyond state that fine arts may not be required for students in career-tech programs based on local school & Board decisions (to allow those students to focus on their chosen CTE pathways). Pathfinder will offer students a handful of fine arts options to students (we have provided alignments for Art in World Cultures, Theater Cinema Film, & Music Appreciation as attachments), but we anticipate that Pathfinder's graduation policies will take advantage of this flexibility provided by the state (since all students will be working in a CTE pathway).

Curriculum: Pacing Guides	Do vendor suggested pacing guides and scope and sequence documents take precedence over school approved pacing guides? What is the process to ensure that the pacing guides (vendor based) align specifically to Ohio Learning Standards?
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All grade 6-12 Core Content Courses include a curriculum map showing pace and standards alignment. We ensure alignment by identifying in our ACCEL pacing guides the units and lessons in which the standards are taught. The pacing guides we create ensure that all Ohio standards are covered and mastered, and these guides are then embedded into our courses. Typically, each unit will be approximately 3 weeks in length. In this pacing guide, teachers can see specifically which lessons in the core content they should be addressing each week. In most courses, teachers will be covering an average of 2 lessons per week with the last week having only 1 new lesson, leaving room for review and the Unit Exam.

The ACCEL curriculum team meets regularly with school leaders to discuss pacing, alignment and the overall course offering. Additionally, the ACCEL curriculum team performs course audits to help determine pacing adjustments. Pacing guides can also be adjusted by Pathfinder's Director(s) of Academics, so school-determined pacing ultimately takes precedence for teachers.

Curriculum: Lesson Template	When are teachers expected to submit/utilize lesson plans? Do teachers have autonomy over their lessons?
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Teachers are provided training and professional development on Universal Design for Learning principles and are guided to use the Thinking Tool for Diverse Learner Lesson Design, provided by the Ohio Department of Education. Teachers should use the provided Ohio standards-aligned pacing guides, along with research-based intervention supports, to inform their lesson planning to provide learners with multiple means of acquiring, demonstrating, and applying knowledge. Teachers are expected to use multiple data points to determine the needs of individual learners in their classroom and adjust lesson plans and instruction accordingly.

Teachers are not required to formally submit lesson plans; however, they are expected to be stored in a centralized repository for easy access and review by administrators prior to conducting both informal walkthroughs and formal evaluations. Lesson plans may be accessed for feedback at any time.

Curriculum: Alignment with Ohio Learning Standards	Is the school planning on following Ohio Model Curriculum? If so, in all subject areas? Above it was indicated that the school would not follow Ohio Model Curriculum. Please revise if so.
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While Pathfinder does not technically fully implement the Ohio Model Curricula, we do use it to supplement our existing best-in-class curriculum while ensuring 100% alignment to Ohio standards. Our curriculum model consists of:

- 100% standards aligned curriculum, along with pacing guides and proprietary course maps for core content areas that are developed to ensure complete standards alignment and coverage and to fill any areas lacking adequate coverage with supplemental providers;
- Best in class course content providers for asynchronous content, partnering with vendors such as StrongMind, Accelerate Education, eDynamic Learning and FLVS;
- A robust assessment strategy including diagnostics using Curriculum Associates iReady and a research-based short-cycle assessment program;
- And differentiation and intervention strategies ready and available to instructional staff that leverage resources such as iReady, IXL, Brainpop, Khan Academy, NewsELA, and others.

Standards

- Our school implements Ohio state standards across all grade levels and subject areas.
- We provide Ohio curriculum maps with standards alignment and pacing for all 6-12th grade core courses.

Instructional Delivery Methods	How much of the student's schedule is synchronous instruction? What instructional delivery methods are utilized in synchronous instruction?
Bell Schedule	Are students required to be in synchronous learning sessions from 8:30-4:00 per the provided daily schedule? What is the daily expectation for students? What is the combination of asynchronous vs. synchronous learning opportunities in a student's daily schedule?

Sample Student Schedule							
	Monday	Tuesday	Wednesday	Thursday	Friday	Total Daily Minutes	Total Weekly Minutes
8:30 - 9:05	Mentor Support/ SEL Live Lesson	Mentor Support/ SEL Live Lesson	Mentor Support/ SEL Live Lesson	Mentor Support/ SEL Live Lesson	Mentor Support/ SEL Live Lesson	35	175
9:05 - 9:40	Math Live Lesson	Math Live Lesson	Math Live Lesson	Math Live Lesson	Math Live Lesson	35	175
9:40 - 10:15	Math Asynchronous Work/ Small Group Targeted Instruction	Math Asynchronous Work/ Small Group Targeted Instruction	Math Asynchronous Work/ Small Group Targeted Instruction	Math Asynchronous Work/ Small Group Targeted Instruction	Math Asynchronous Work/ Small Group Targeted Instruction	35	175
10:15 - 10:50	English Live Lesson	English Live Lesson	English Live Lesson	English Live Lesson	English Live Lesson	35	175
10:50 - 11:25	English Asynchronous Work/ Small Group Targeted Instruction	English Asynchronous Work/ Small Group Targeted Instruction	English Asynchronous Work/ Small Group Targeted Instruction	English Asynchronous Work/ Small Group Targeted Instruction	English Asynchronous Work/ Small Group Targeted Instruction	35	175
11:25 - 12:00	Electives Lab - Live Lesson	Asynchronous Electives Lab	Asynchronous Electives Lab	Asynchronous Electives Lab	Guidance	35	140
12:00 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch		
12:30 - 1:05	Social Studies Asynchronous Work	Social Studies Live Lesson	Social Studies Asynchronous Work	Social Studies Live Lesson	Social Studies Asynchronous Work	35	175
1:05 - 1:40	Science Live Lesson	Science Asynchronous Work	Science Live Lesson	Science Asynchronous Work	Science Live Lesson	35	175
1:40 - 2:15	Electives Lab - Live Lesson	Asynchronous Electives Lab	Asynchronous Electives Lab	Asynchronous Electives Lab		35	175
2:15 - 2:50	Study Hall	Study Hall	Study Hall	Study Hall	Study Hall		
2:50 - 3:25							
3:25 - 4:00							

Each school day, students are expected to engage in instructional activities assigned by the school and available in AMP. Some activities will be asynchronous, meaning that students can complete those assignments on a flexible schedule, as long as they are completed and submitted by the due date. Examples of asynchronous activities are reading assignments, online lessons, writing assignments quizzes, and tests. Other instructional activities will be synchronous, meaning that students are expected to attend classroom sessions at certain times on certain days to participate in live, real-time learning activities like large group lessons, small group instruction, class discussions, etc. Students are expected to participate in at least 920 hours per year.

An important addition to individualizing instruction according to student needs is that as students progress through the digital curriculum asynchronously, the ACCEL Management Platform captures the results of short cycle assessments in a color-coded mastery dashboard against the Ohio standards, equipping teachers with the immediate data needed to provide synchronous instruction. The instructional model plans synchronous instruction as a chance to add instructional value above and beyond what is already available in the asynchronous model. Teachers use data to determine which students need one-on-one direct instruction or small learning groups to both differentiate and tailor instruction to students' real-time needs. In these live sessions, teachers focus on targeted instruction and application of content.

In instances where whole group instruction is needed, the teacher lays the foundation for standard mastery. Students' prior knowledge is activated and assessed, and the teacher leads the students through guided learning modeling real-world application of the standard. A quick informal assessment is administered, and students move on to independent practice or are pulled into small group sessions for reteaching. The teacher has a toolbox of curriculum resources in the AMP Resource Module in Canvas where supplemental resources can be accessed to remediate or enrich a student's learning based on data. Teachers are also available at the end of the school day in their online Study Hall for students to come with specific content questions and are available through 4:00 pm by appointment.

Instructional Delivery Methods: Evidence Base	Please provide documentation and detailed descriptions of evidence based strategies from a clearinghouse.
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Dual Enrollment Programs, WWC: <https://ies.ed.gov/ncee/wwc/Intervention/1043>

Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.

Check and Connect, WWC: <https://ies.ed.gov/ncee/wwc/Intervention/312>

Check & Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports. The program has two main components: “Check” and “Connect.” The Check component is designed to continually assess student engagement through close monitoring of student performance and progress indicators. The Connect component involves program staff giving individualized attention to students, in partnership with school personnel, family members, and community service providers. Students enrolled in *Check & Connect* are assigned a “monitor” who regularly reviews their performance (in particular, whether students are having attendance, behavior, or academic problems) and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.

Career Academies, WWC: <https://ies.ed.gov/ncee/wwc/Intervention/321>

Career Academies are school-within-school programs operating in high schools. Students in Career Academies take both career-related and academic courses and acquire work experience through partnerships with local employers.

Professional Development Plan for Teachers	How will the school ensure that the teachers are trained in and demonstrate competency in online instructional methodologies and learning technologies?
Professional Development Plan for School Leaders	How will the school ensure that school leaders are trained in and demonstrate competency in online instructional methodologies and learning technologies?

Effective professional development is essential to improving student achievement. Upon hiring, all staff take part in a staff onboarding process that includes asynchronous training courses and live training sessions on topics such as the learning platform, the instructional model, assessment tools and programs, curriculum components, Special Education compliance and best practices, using data to inform instruction and engagement efforts, providing differentiated instruction to small groups, and best practices in student orientation and onboarding.

In-year professional development is aligned to the school’s academic and program goals and is also informed by current research on best practices in teaching and learning, observation of teacher practice and review of student outcome data- all specific to online instruction. Professional development is also provided on topics such as supporting students living in poverty, trauma informed

education, bias identification and awareness, and SEL. When relevant, speakers and trainers from national or community organizations are utilized to provide additional training. Teachers are surveyed frequently to identify training needs, and to obtain feedback on provided professional development

Prior to the start of each school year the school leaders will collaborate to create the school's annual Professional Development Plan. To create this plan leaders will consider:

- Areas of need as demonstrated by data on student achievement and outcomes
- Ohio Department of Education initiatives
- Current research on instructional best practices
- School specific goals
- Teacher observation and evaluation data
- Responses obtained from teachers in needs surveys
- State and Federal mandated compliance items

After gathering relevant topics from the categories above leaders will work to prioritize topics by determining which topics may provide skills and knowledge foundational to others, and which topics are most impactful to achievement of stated school goals. In this way leaders will establish a focus on a handful of specific training initiatives, ensuring that Professional Development opportunities are intentional and focused, and meaningful efforts can be devoted to implementation of strategies presented. For each focus area selected leaders will also consider what subgroup specific training may be needed to be provided as relevant to that topic. The plan will map what training is to be provided prior to start of school year, as well as a calendar of topics for in-year professional development. Some topics may be addressed multiple times in a progressive fashion. A minimum of one large or small group formal Professional Development opportunity will be presented each month, however Professional Development will also occur in ongoing team meetings as well as in the informal observation and feedback cycle. In the initial plan, openings will be left for timely Professional Development needs that surface during review of student data in ongoing data meetings.

Since the Professional Development Plan will be developed intentionally with an eye towards a limited number of goal-aligned high impact strategies, there will be ample opportunity to focus on meaningful implementation of strategies presented. Topics that were mapped to be addressed multiple times will naturally provide a progression of training opportunities. For example, English teachers may first attend a presentation on using rubrics to grade student writing. During the informal observation and feedback cycle, this might be a focus area for the Principal. He or she might observe the teachers presenting and explaining the rubric to students, and then providing aligned instruction. During the feedback session the Principal might ask the teacher to share a graded writing sample and talk through how he or she rated it. The Principal might provide feedback on how the teachers use of the rubric could be improved. During the next PD opportunity teachers might be asked to individually score a writing piece, and then engage in group discourse on how each teacher rated each element and why, with the intention unpacking the judgements teachers were making and the evidence they were utilizing. During staff meetings, shared Professional Development focus areas will be consistently revisited, with report outs on status and progress on each area. During these meetings implementation of PD strategies will be reviewed in the context of student data to determine if implementation is impacting student performance. Leaders will collect teacher feedback on each Professional Development session via survey. The Survey will ask a series of questions aimed at understanding participant satisfaction, impact

on professional practice, how the teacher plans to implement what was learned, what the teacher believes is needed to implement successfully, and feedback on how the session could be improved.

Ohio's State Assessments	Please describe how the data will be collected and distributed to stakeholders as well as how the results will impact professional development.
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Review and dissemination of Ohio State Assessment data is critically important to the continued improvement of student outcomes. The school recognizes that student participation in state assessments is of paramount importance. School leaders will create a school state testing plan that ensures students have safe and convenient spaces in which to test. The staff will work with students to overcome any obstacles to test attendance, such as lack of transportation. Communication about testing requirements and schedules will begin well in advance of the testing windows and will continue up to the point of administration.

Upon release of state summative assessment data, school administrators will access data in both TIDE and the Ohio Department of Education Report Portal. Data will be reviewed and used to prepare for pre-school start Professional Development sessions and Teacher Based Team meetings. The below paragraphs detail how data is used to inform instruction. Additionally, the School's Strategic Improvement Plan will be reviewed and updated considering how well existing academic student outcome goals were met.

Information on both state assessment results and progress towards established school goals will be provided to the School Board, the staff, and the school community (parents and guardians). An annual report will be created for the board and posted online. All parents will be provided with information on how to access school data directly on the Ohio School Report Card website.

Each year the Head of School and Principal will work with teachers to create the Schools Data Informed Instruction Plan. This plan will be created once the school Assessment Plan has been finalized and will take into consideration the points at which data will be available from each assessment.

The Data Informed Instruction Plan will detail in what groups teachers and school leaders will meet to discuss data, and at what frequency (at least bi-weekly meetings are recommended). The plan will define a school-wide data protocol to be utilized to guide review of the data, interpretation of the data, and determination of follow up actions. Specific data to be reviewed at each meeting will be informed by the assessment calendar. For example, in August teacher teams will work with administration to review past year's state assessment results. In late September teachers might be focused on reviewing data from the diagnostic assessment taken by students in the beginning of the school year, in November short cycle assessment and course level data might be the focus of review as the first quarter draws to a close, and in January teachers might be focused on reviewing data obtained in the Common Mock assessment as they get closer to the start of state testing.

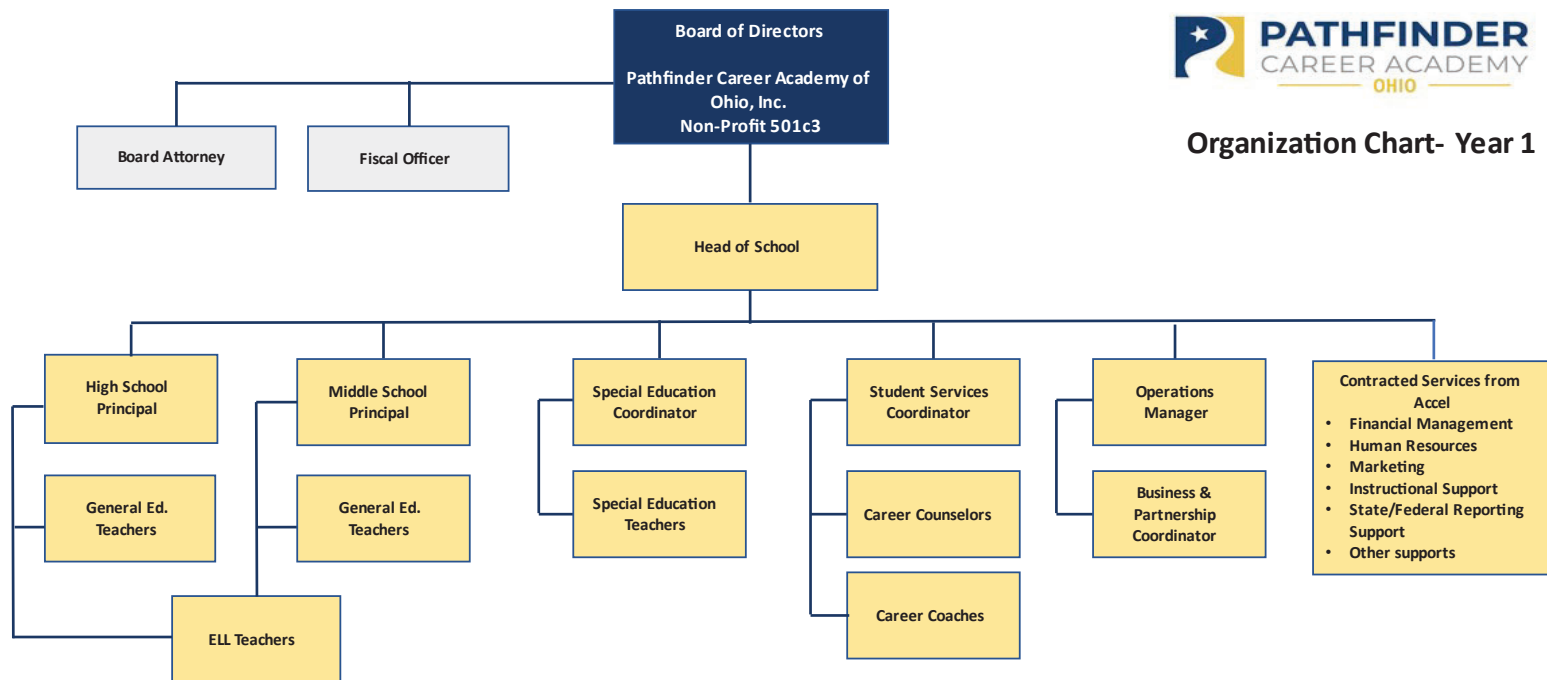
During these conversations data will be reviewed through multiple lenses:

- *Proficiency and growth data*
- *Individual student level data*
- *Grade level or grade band data trends*
- *Subject area trends*
- *Data by teacher*
- *Data disaggregated by student sub-group*
- *Item level analysis*
- *Standards level analysis*

Notes and action plans will be captured during each meeting and placed in a shared digital space for relevant stakeholders to access. Standards level data analysis and item level analysis completed during these meetings will help to identify any potential curriculum gaps, or areas where curriculum resources are not supporting student mastery. When leaders and teachers see specific standards or skills with low mastery across most of the population this is an indication that there may be an underlying curriculum or instructional issue. Data protocol questioning will be applied to assist in identifying the root cause of trends in non-mastery. Likewise, if analysis shows low mastery of a particular standard for many students within a subgroup, this may be an indicator that there may be an underlying curriculum issue, and further root cause analysis will be completed. In either case, if it is determined that a curriculum resource is not supporting student mastery on a specific standard this gap will be escalated to the ACCEL Curriculum and Assessment team so that supplemental resources and additional content can be provided.

Organizational Chart	Teachers and school support staff are not included.
Student/Teacher Ratio	The school indicates the student teacher ratio is 25:1, is this correct? How many teachers will be employed when the school opens?

Pathfinder's instructional organizational chart is included below. Assuming a full enrollment of 500 students when the school opens, Pathfinder will employ 20 teachers, with an overall 25:1 student: teacher ratio.



Organization Chart- Year 1

Thinking Tool for Diverse Learner Lesson Design - Template for General Education Classrooms

Based on UDL Principles and Reflecting Diverse Learner Groups (English Language Learners, Gifted, Students with Disabilities)

Instructor/Team:	Grade/Department:
Subject/Unit:	
Standards:	
Essential Understandings:	
Pre-Assessment:	
Post-Assessment:	
Materials/Resources:	

Lesson Element	Lesson Goals/Objectives	Challenges for Learning	Differentiated Instruction including use of Formative Assessment and UDL* Framework	Student Learning Targets
<i>Pre-Assessment</i>	ALL:		SWD: Determine accommodations and/or modifications for IEPs. ELL: Determine interventions needed. G/T: Determine enhancements or extensions needed.	ALL: Assess student proficiency

*** UDL Principles:**

Multiple means of representation to give diverse learners options for acquiring information and knowledge.
 Multiple means of action and expression to provide learners options for demonstrating what they know.
 Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

Thinking Tool for Diverse Learner Lesson Design - Template for General Education Classrooms

Based on UDL Principles and Reflecting Diverse Learner Groups (English Language Learners, Gifted, Students with Disabilities)

Lesson Element	Lesson Goals/Objectives	Challenges for Student Learning	Differentiated Instruction including use of Formative Assessment and UDL* Framework	Student Outcomes
<i>Lesson Opening</i>		SWD: ELL: G/T:	ALL: SWD: ELL: G/T:	ALL:

*** UDL Principles:**

Multiple means of representation to give diverse learners options for acquiring information and knowledge.

Multiple means of action and expression to provide learners options for demonstrating what they know.

Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

Thinking Tool for Diverse Learner Lesson Design - Template for General Education Classrooms

Based on UDL Principles and Reflecting Diverse Learner Groups (English Language Learners, Gifted, Students with Disabilities)

Lesson Element	Lesson Goals/Objectives	Challenges for Learning	Differentiated Instruction including use of Formative Assessment and UDL*	Student Learning Targets
<i>Guided Practice</i>		SWD: ELL: G/T:	SWD: ELL: G/T:	ALL:

*** UDL Principles:**

Multiple means of representation to give diverse learners options for acquiring information and knowledge.

Multiple means of action and expression to provide learners options for demonstrating what they know.

Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

Thinking Tool for Diverse Learner Lesson Design - Template for General Education Classrooms

Based on UDL Principles and Reflecting Diverse Learner Groups (English Language Learners, Gifted, Students with Disabilities)

Lesson Element	Lesson Goals/Objectives	Challenges for Learning	Differentiated Instruction including use of Formative Assessment and UDL* Framework	Student Learning Targets
<i>Independent Practice</i>		SWD/ELL/GT		ALL:

*** UDL Principles:**

Multiple means of representation to give diverse learners options for acquiring information and knowledge.

Multiple means of action and expression to provide learners options for demonstrating what they know.

Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

Thinking Tool for Diverse Learner Lesson Design - Template for General Education Classrooms

Based on UDL Principles and Reflecting Diverse Learner Groups (English Language Learners, Gifted, Students with Disabilities)

Lesson Element	Lesson Goals/Objectives	Challenges for Learning	Differentiated Instruction including use of Formative Assessment and UDL* Framework	Student Learning Targets
<i>Closure and Post-Assessment (Summative)</i>		SWD/ELL/GT		ALL:

*** UDL Principles:**

Multiple means of representation to give diverse learners options for acquiring information and knowledge.

Multiple means of action and expression to provide learners options for demonstrating what they know.

Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

Thinking Tool for Diverse Learner Lesson Design - Template for General Education Classrooms

Based on UDL Principles and Reflecting Diverse Learner Groups (English Language Learners, Gifted, Students with Disabilities)

*** UDL Principles:**

Multiple means of representation to give diverse learners options for acquiring information and knowledge.

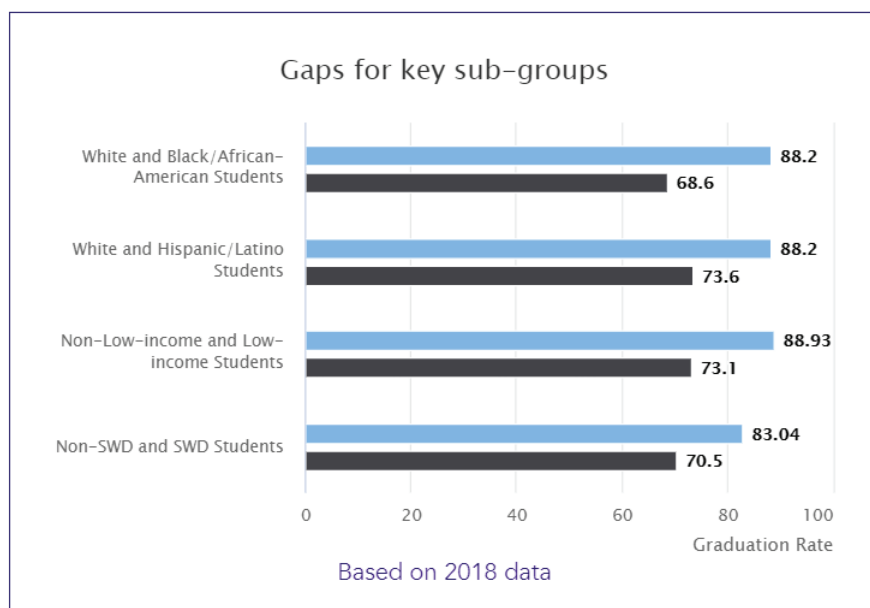
Multiple means of action and expression to provide learners options for demonstrating what they know.

Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

Demographics, Market Research and Evidence of Need - Pathfinder Career Academy of Ohio

Pathfinder will be a statewide online charter school. As a state-wide CTE school, we anticipate serving students from all backgrounds including those with disabilities, English Language Learners, and those who are economically disadvantaged. We will be targeting and anticipating that a significant portion of our students will be low-income and come from traditionally underserved communities. These are students who have traditionally been overlooked by traditional schools, even in schools that would be considered very successful. The personalized learning model was chosen in order to meet the individual needs of each student, with a specific objective to realize significant academic gains each school year.

According to Grad Nation, Ohio has an 84.2% graduation rate, compared to the national rate of 85.3%, based on 2018 data. However, that gap is greatly increased (up to almost 20%) when you examine key sub-groups across the state.



<https://gradnation.americaspromise.org/state-activation#/OH>

In addition to the graduation rate concerns, Ohio faces a critical shortage of qualified employees with the skills and training needed to fill available jobs. In February 2021, ACTE reported that 54% of jobs in Ohio require skills training – more education than high school but less than a four-year degree; however, only 46% of Ohio works are trained at this level.

Source: <https://www.acteonline.org/wp-content/uploads/2021/02/Ohio-CTE-Fact-Sheet-2021.pdf>

According to the recent McKinsey report, [The future of work in America](#), nearly 60% of jobs today have the potential to be completely or partially automated as technology available today becomes more widely adopted (not even accounting for technology coming in the future), and students with just a regular high school diploma (or less) are 4 times more likely to be automated out of a job. Even workers with strong “hard” skills can struggle to find or keep a job if they lack the professional skills that help them navigate successfully in the workplace. Social emotional, technical, and professional skills are

critical for success in a rapidly changing workplace. The closing of this skills gap is the public policy imperative for our future generation.

In order to achieve this goal, PCA will take a new and innovative approach to the online education model in the state. PCA will provide a unique offering, as the only statewide, online, CTE focused school in Ohio. The focus will not just be on completion of coursework but rather an integrated and inclusive approach to student learning that is intentionally designed to close the skills, interest, and equity gaps in this evolving, global society. PCA will leverage the ACCEL network and best in class tools and technologies to emulate and enhance ground-based career education. The school will build partnerships with industries, postsecondary institutions, community and student organizations to foster college and career readiness. Students will have opportunities to work together in real time using digital collaboration tools that are intentionally integrated into the curriculum in order to support both cognitive and non-cognitive skills.

Currently, all e-schools that offer CTE programs are completely virtual with limited hands-on opportunities. PCA will specialize in the simulation of and/or real world, authentic learning experiences to help students develop key competencies that will allow them to thrive in a competitive career. Lab spaces for hands on learning will be established throughout the state based on student location.

In order to provide all students with tangible ways to obtain success, multiple crediting options will be available in this program. Students who fall behind in credits may make up credits by working with their career counselor to obtain approval on the following options: credit recovery courses, summer school, extended day, work study program, credit flexibility, and college credit plus.

Using principles from learning science, PCA will offer a framework that intentionally teaches and scales social-emotional skills that are critical to work and positive life outcomes for future generations. Students will engage in real time assessments on these skills and receive personal feedback to track progress.

According to the *Class of 2030 and Life-ready Learning* report from Microsoft, “A shift in school philosophies and practices to place greater emphasis on the individual needs of each student can help students develop a stronger sense of self-efficacy, a skill that is shown to be a key indicator of success in learning, life, and work.” PCA will take a student-centric approach, using strategies and tools to help students identify where they are in their learning, what motivates them, and their best personalized path to success. Using a technology-enabled, student-driven model, learning will be customized for each student, regardless of reading level, language skills, learning challenges, or other factors.

Record of Success in Financial and Business Experience

Reporting & Financial Data	
Charter School Name	Financial Audit
Akron Preparatory School	Akron Prep SY 2020 Audit
Banning Lewis Ranch Academy	Banning Lewis Ranch Acad SY 2020 Audit
Broadway Academy	Broadway Academy SY 2020 Audit
Canton College Preparatory School	Canton College Prep SY 2020 Audit
Capital Collegiate Preparatory Academy	Capital Collegiate Prep Acad SY 2020 Audit
Cleveland Arts and Social Sciences Academy	Cleveland Arts & Social Sciences Acad SY 2020 Audit
Cleveland College Preparatory School	Cleveland College Prep SY 2020 Audit
Cleveland Preparatory Academy	Cleveland Prep Academy SY 2020 Audit
Columbus Arts & Technology Academy	Columbus Arts & Tech Acad SY 2020 Audit
Columbus Bilingual Academy-North	Columbus Bilingual Acad SY 2020 Audit
Columbus Humanities Arts and Technology Academy	Columbus Humanities Arts & Tech Acad Y 2020 Audit
Cornerstone Academy Community School	Cornerstone Acad SY 2020 Audit
East Academy	East Prep Academy SY 2020 Audit
Eastland Preparatory Academy	Eastland Prep SY 2020 Audit
Euclid Preparatory School	Euclid Prep SY 2020 Audit
Foundation Academy	Foundation Acad SY 2020 Audit
Hope Academy Northcoast	Hope Academy Northcoast SY 2020 Audit
Hope Academy Northwest Campus	Hope Academy Northwest SY 2020 Audit
Inkster Preparatory Academy	Inkster Prep SY 2020 Audit
Lake Erie College Preparatory School	Lake Erie Prep SY 2020 Audit
Lincoln Park Academy	Lincoln Park Acad SY 2020 Audit
Lorain Bilingual Preparatory Academy	Lorain Bilingual Prep SY 2020 Audit
Lorain Preparatory Academy	Lorain Prep Acad SY 2020 Audit
Marion Preparatory Academy	Marion Prep SY 2020 Audit
Monroe Preparatory Academy	Monroe Prep SY 2020 Audit
Montgomery Preparatory Academy	Montgomery Prep SY 2020 Audit
Mount Auburn Preparatory Academy	Mount Auburn Prep SY 2020 Audit
North Columbus Preparatory Academy	North Columbus Prep SY 2020 Audit
Northeast Ohio College Preparatory School	Northeast Ohio College Prep SY 2020 Audit
Ohio College Preparatory School	Ohio College Prep SY 2020 Audit
Ohio Distance Electronic Learning Academy	OHDELA SY 2020 Audit
Parma Academy	Parma Academy SY 2020 Audit
Riverside Academy	Riverside Academy SY 2020 Audit
South Columbus Preparatory Academy at German Village	South Columbus Prep Acad SY 2020 Audit
STEAM Academy of Warren	STEAM Acad of Warren SY 2020 Audit
STEAM Academy of Warrensville Heights	STEAM Academy of Warrnesville Heights SY 2020 Audit
Toledo Preparatory Academy	Toledo Prep Acad SY 2020 Audit
University of Cleveland Preparatory School	University of Cleveland Prep SY 2020 Audit

Reporting & Financial Data	
Charter School Name	Financial Audit
West Park Academy	West Park Acad SY 2020 Audit
Woodley Leadership Academy	Woodley Prep SY 2020 Audit
Wright Preparatory Academy	Wright Prep Academy SY 2020 Audit
Youngstown Academy of Excellence	Youngstown Acad of Excellence SY 2020 Audit
Case Preparatory Academy	n/a
Central Point Preparatory Academy	n/a
George V. Voinovich High School	George Voinovich SY 2019 Audt
Michigan Online School	Michigan Online School SY 2020 Audit
Northside Preparatory Academy	n/a
Southfield Preparatory Academy	n/a
Virtual Preparatory Academy at Lucerne	VPA Lucerne SY 2020 Audit
Academy with Community Partners	ACP SY 2020 Audit

OHIO Schools' with ACCEL Loans

Accel Schools Location:	Loan to Accel @ 6/30/21
Columbus Arts & Tech. Academy	1,149,424
Cleveland Arts & Social Sciences Academy	993,181
Youngstown Academy of Excellence	750,000
STEAM Academy of Warren	684,975
STEAM Academy of Warrensville Heights	308,615
Total	3,886,195

OHIO Schools' with Significant ACCEL Payables

Accel Schools Location:	Payables to Accel @ 6/30/21
University of Cleveland Preparatory School	1,313,964
Ohio College Preparatory School	1,142,272
Mount Auburn Preparatory Academy	1,124,025
Columbus Arts and Technology Academy	1,025,725
Lake Erie Preparatory School	968,747
Akron Preparatory School	961,231
Woodley Leadership Academy	856,795
Cleveland Preparatory Academy (Nexus)	805,709
South Columbus Preparatory at German Village	764,180
Montgomery Prep	694,730
Capital Collegiate Preparatory Academy	609,164
Canton College Preparatory School	591,749
STEAM Academy of Warrensville Heights	456,011
North Columbus Preparatory Academy	377,650
Total	11,691,952



Accel Schools and Performance of Schools Post Takeover

March 2020

Since July 2015, Accel Has Taken Over Management of Four Community School Networks

Network	Date	Reason
White Hat	July 2015	Owner selling, poor academic culture
Mosaica	August 2015	Company was bankrupt in receivership
ICAN	Summer 2017	Company was on verge of bankruptcy
Cambridge	Spring 2018	Company was restructuring as a result of owner's legal troubles

We Evaluate the Impact of Accel's Management with Several Different Methodologies

Performance Index (PI) Differential

- Calculate the differential between the school PI and district PI

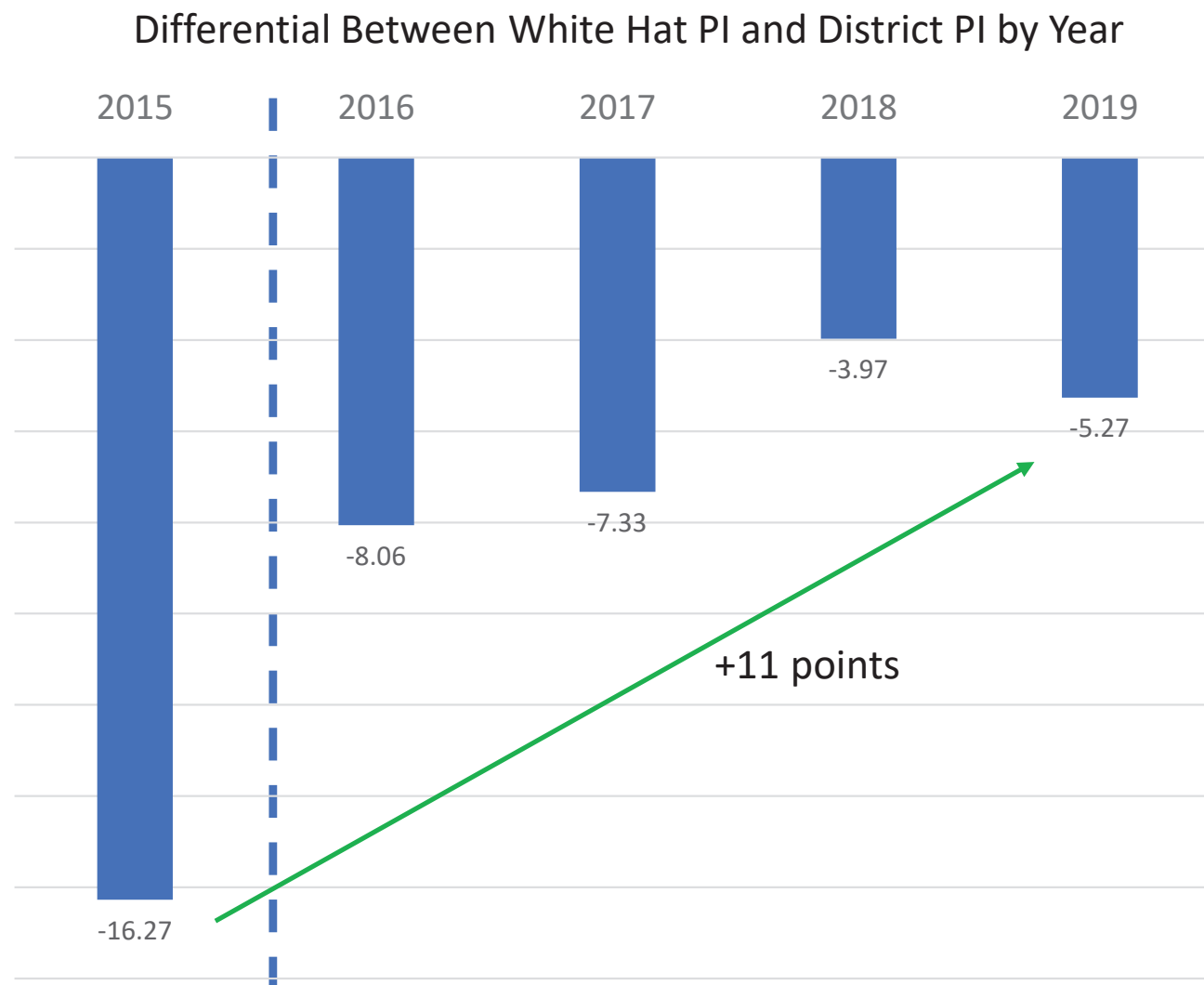
Value Added GPA Differential

- Calculate the “Grade Point Average (GPA)” of the Accel school portfolio and the GPA of the school district portfolio (removing community schools from the district calculation) using A=4, B=3, C=2, D=1, and F=0, based on the report card grade for Value Added; the difference between the two is the GPA Differential

Value Added (VA) Differential

- Calculate the average difference between Accel schools VA and district VA (removing community schools from the district calculation)

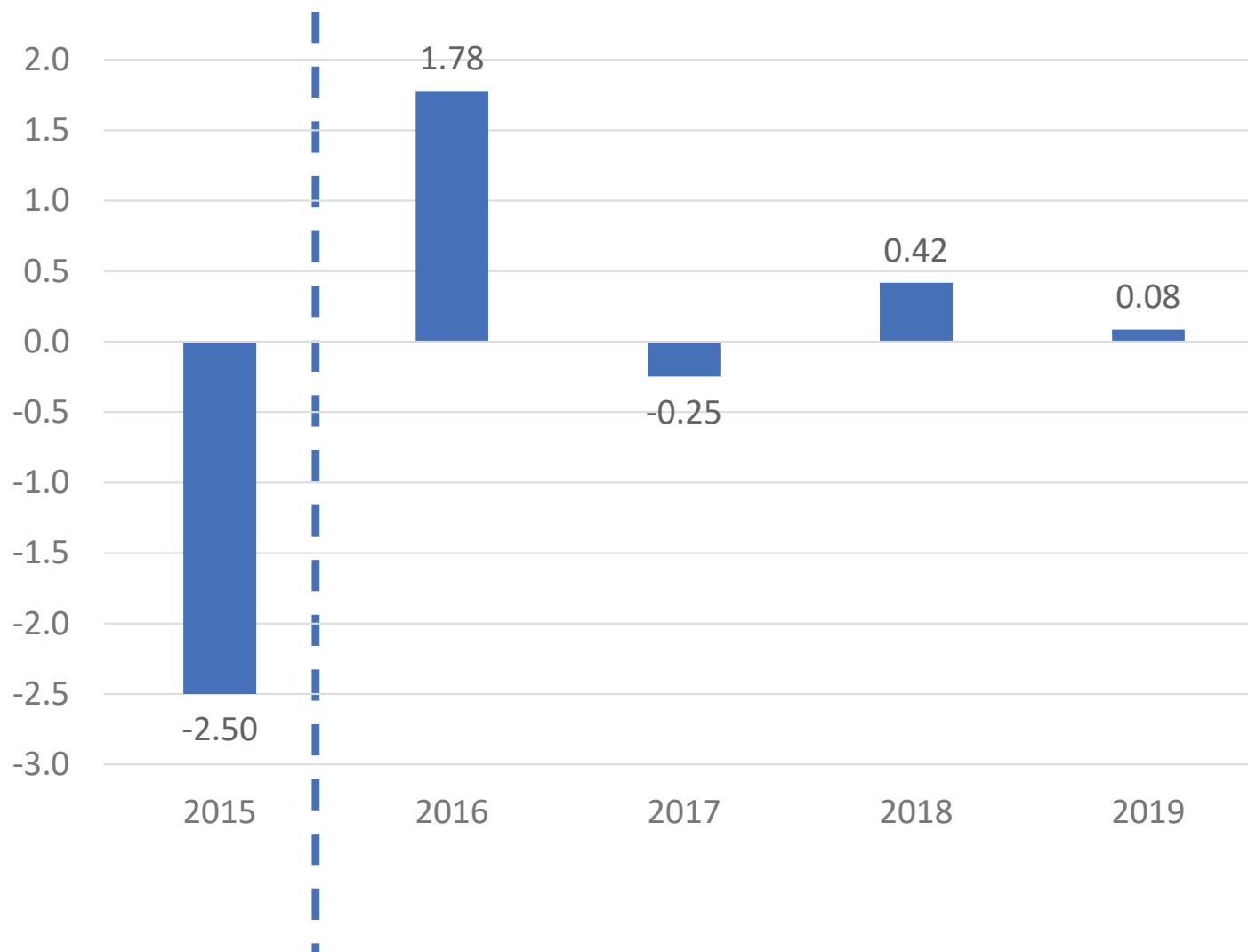
Former White Hat B&M Schools have Improved on Performance Index Compared to Their Corresponding Districts



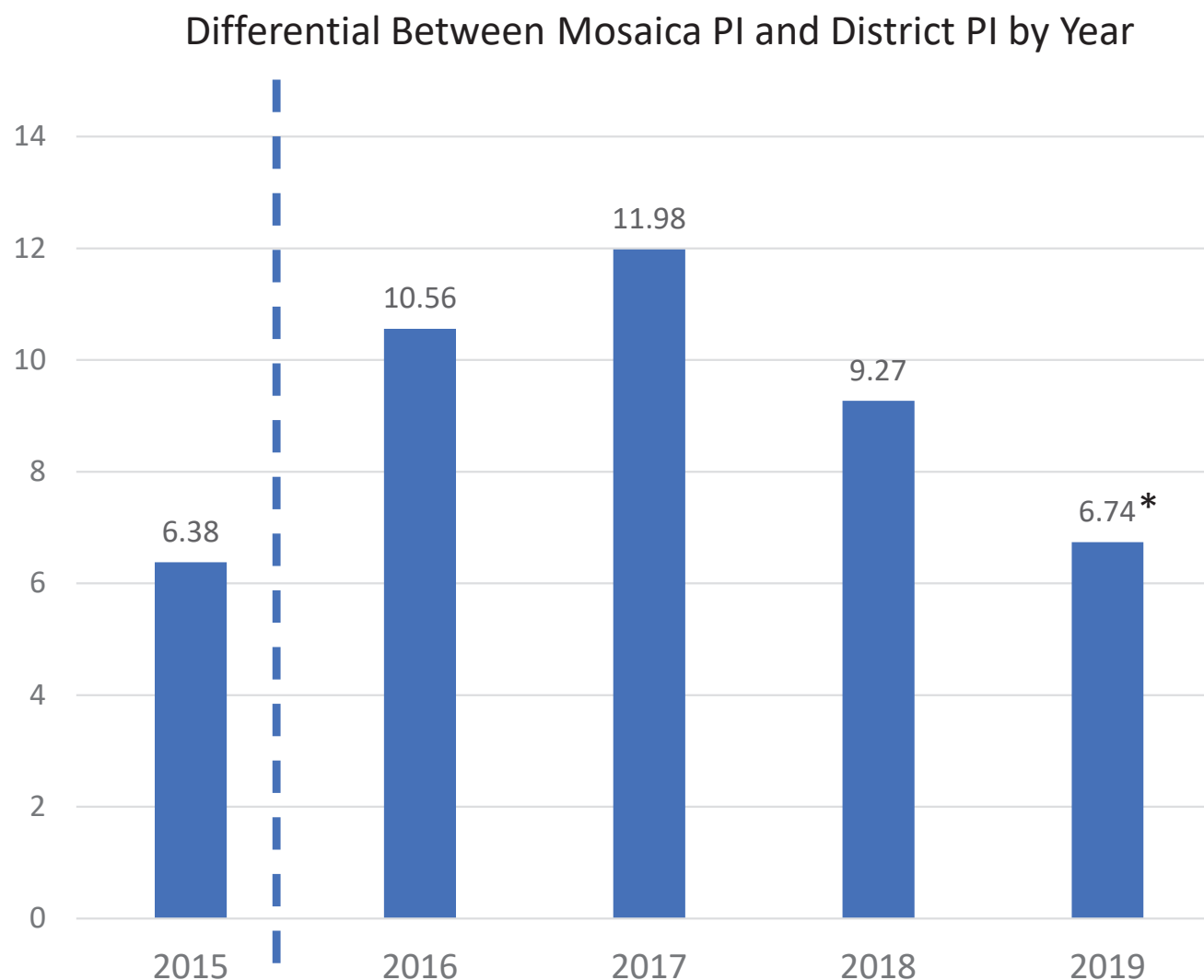
Note: Being higher than the district does not necessarily reflect school performance, as demographics differences between the district portfolio and the community school network could be significant. However, comparing over time is likely more valid as the demographic difference probably does not change substantially over time. ⁴

Former White Hat B&M Schools have a Higher “VA GPA” than their Corresponding Districts in 3 of 4 Years Since the Accel Takeover

Differential Between White Hat Schools “GPA” and District “GPA” by Year



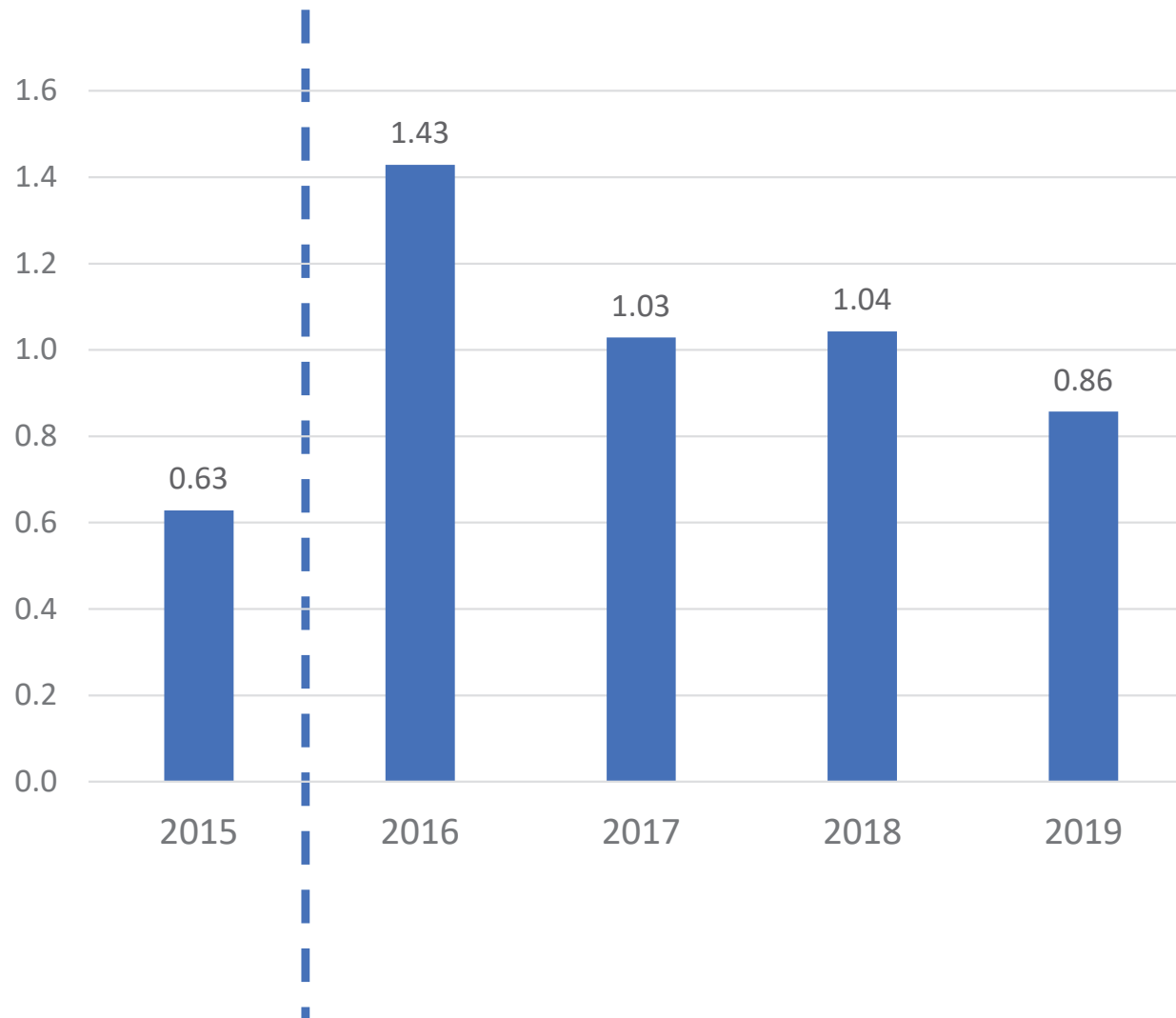
The Former Mosaica Schools Outperform Their Corresponding Districts on the Performance Index. The Improvement Occurred While also Curing Financial Insolvency



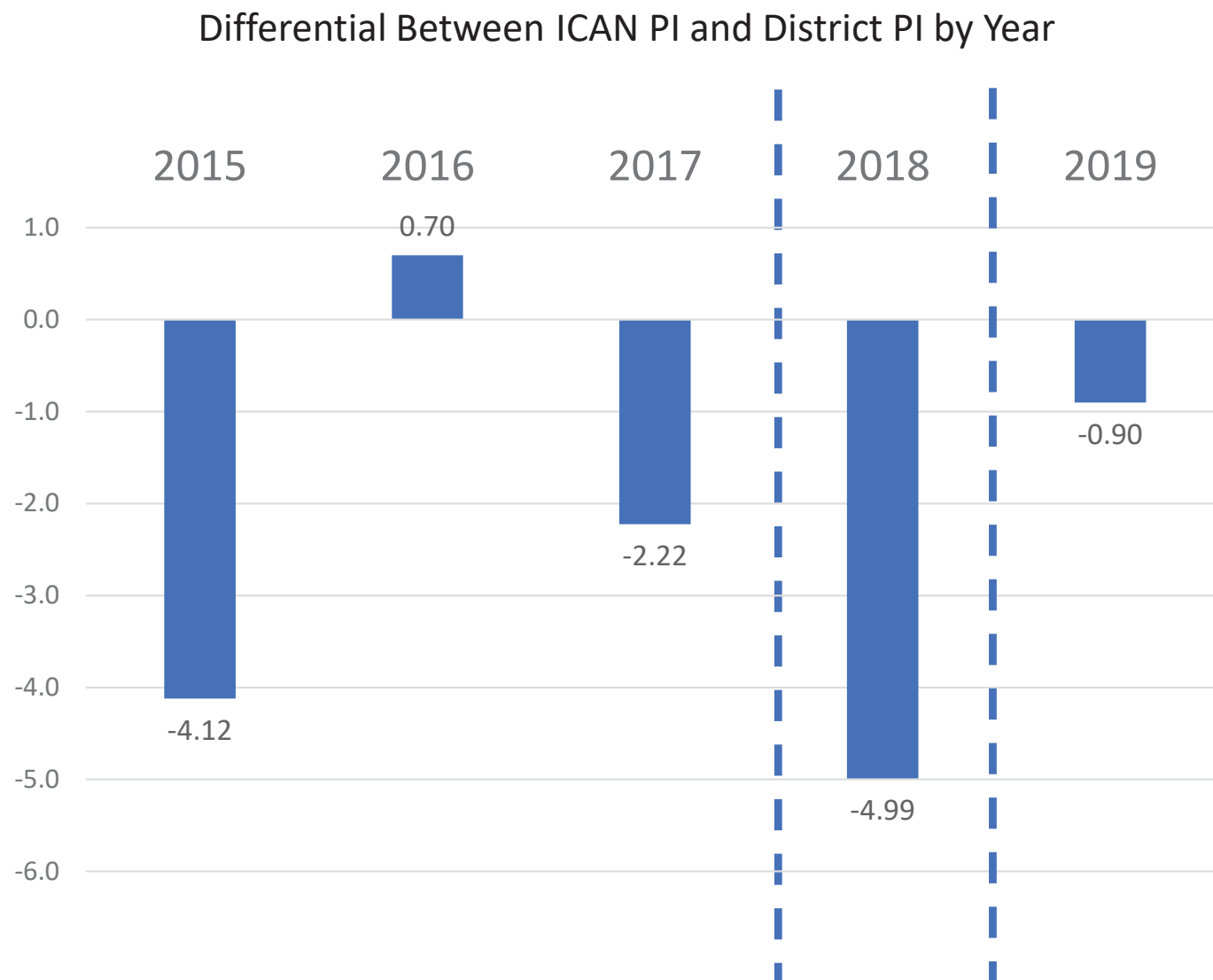
* One school, Cleveland Arts and Social Sciences Academy, accounts for 29% of the drop in 2019.

Former Mosaica Schools have Consistently Earned a Higher “VA GPA” than Their Corresponding Districts While Also Curing For Financial Insolvency

Differential Between Mosaica Schools “GPA” and District “GPA” by Year



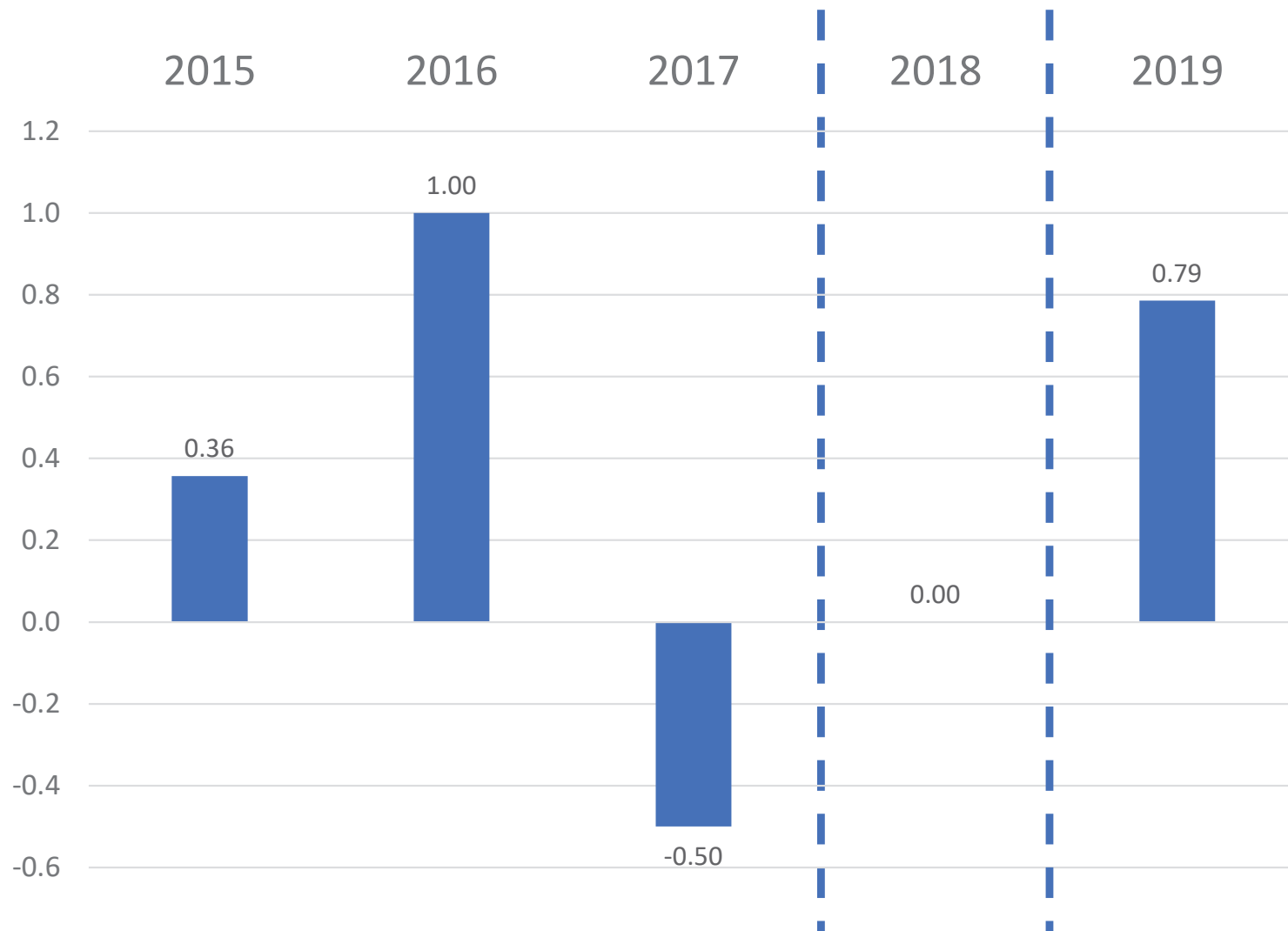
Former ICAN Schools Dropped in PI Differential the First Year after the Takeover, but Improved in 2018-19, while also Curing Financial Insolvency



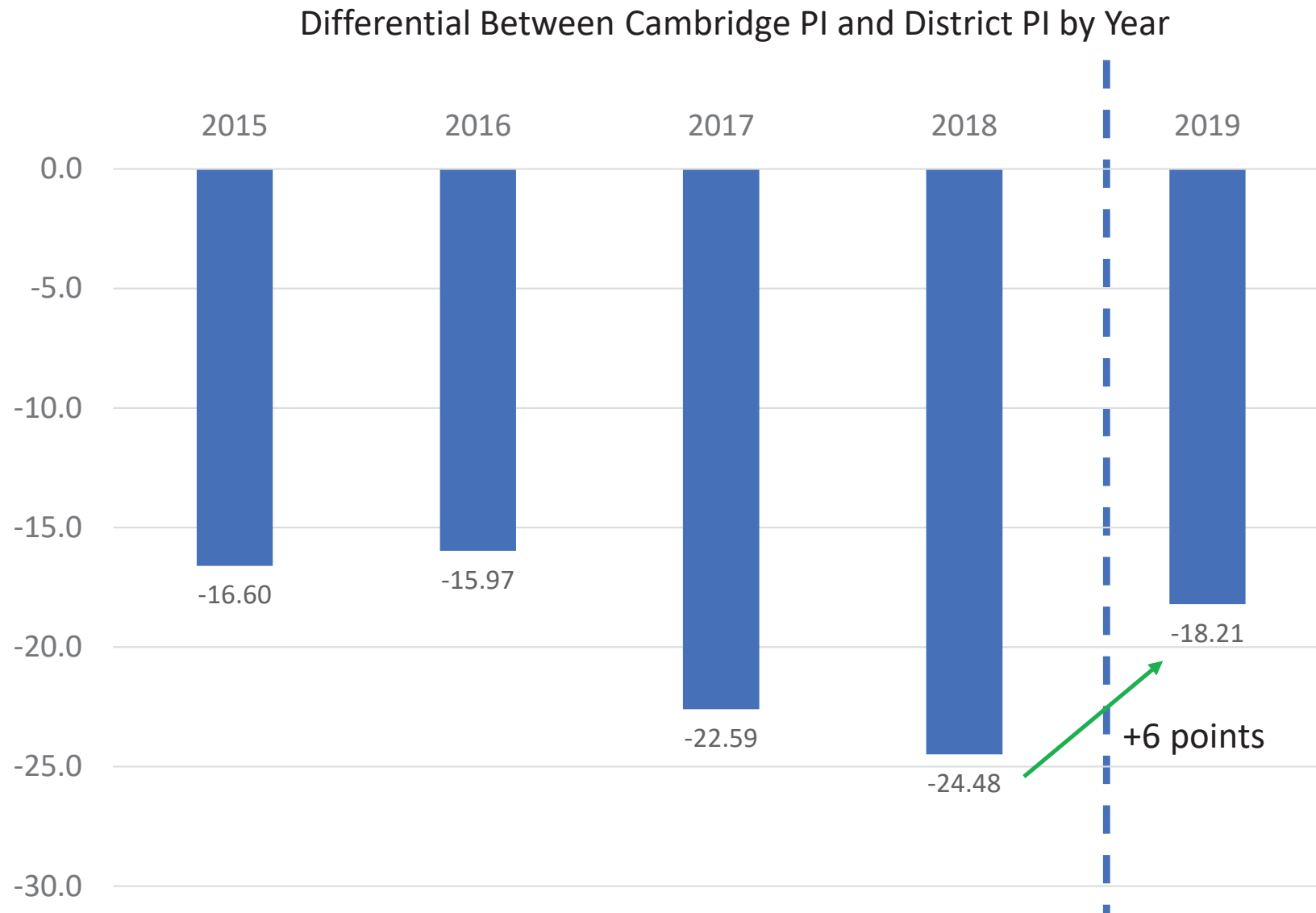
* School takeover occurred too late to enact significant change for 2017-18 school year.

Former ICAN Schools Earned a Higher “VA GPA” than Corresponding District Schools for 2018-19, While Also Curing Financial Insolvency

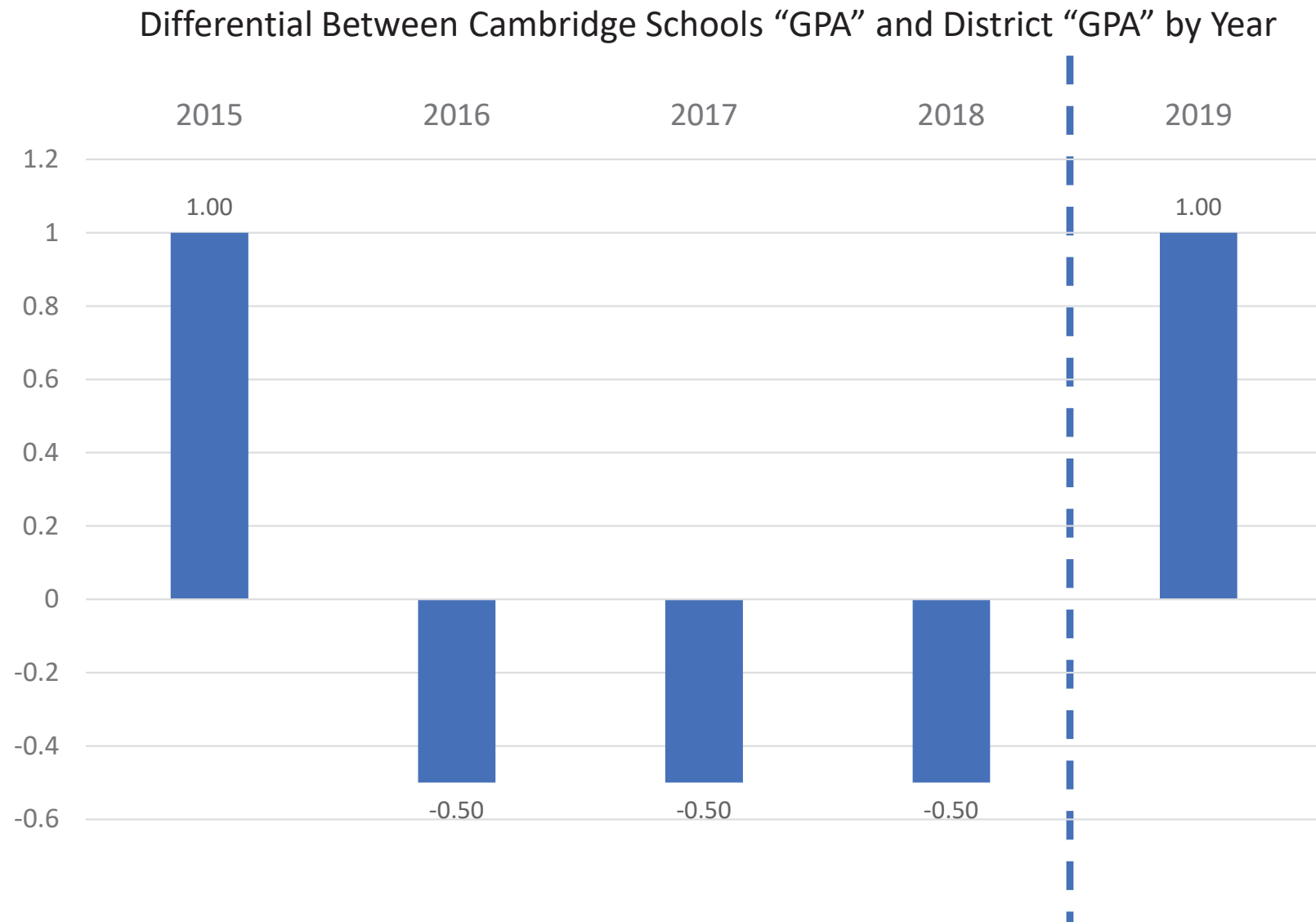
Differential Between ICAN Schools “GPA” and District “GPA” by Year



The Former Cambridge Schools Improved in PI Differential the First Year after the Accel Takeover

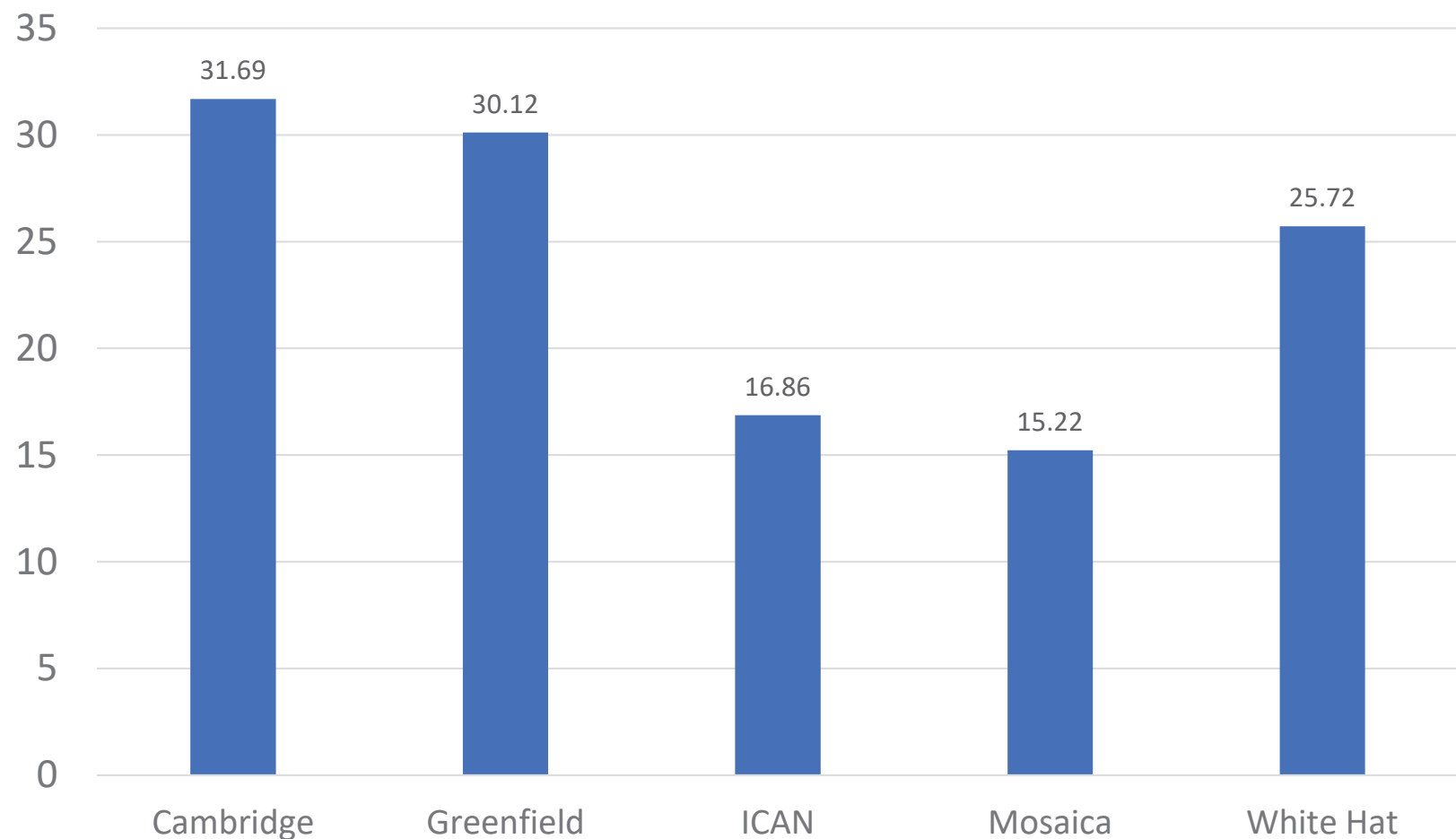


The Former Cambridge Schools Outperformed their Corresponding District Schools on “VA GPA” by a Full Point in the First Year of the Takeover

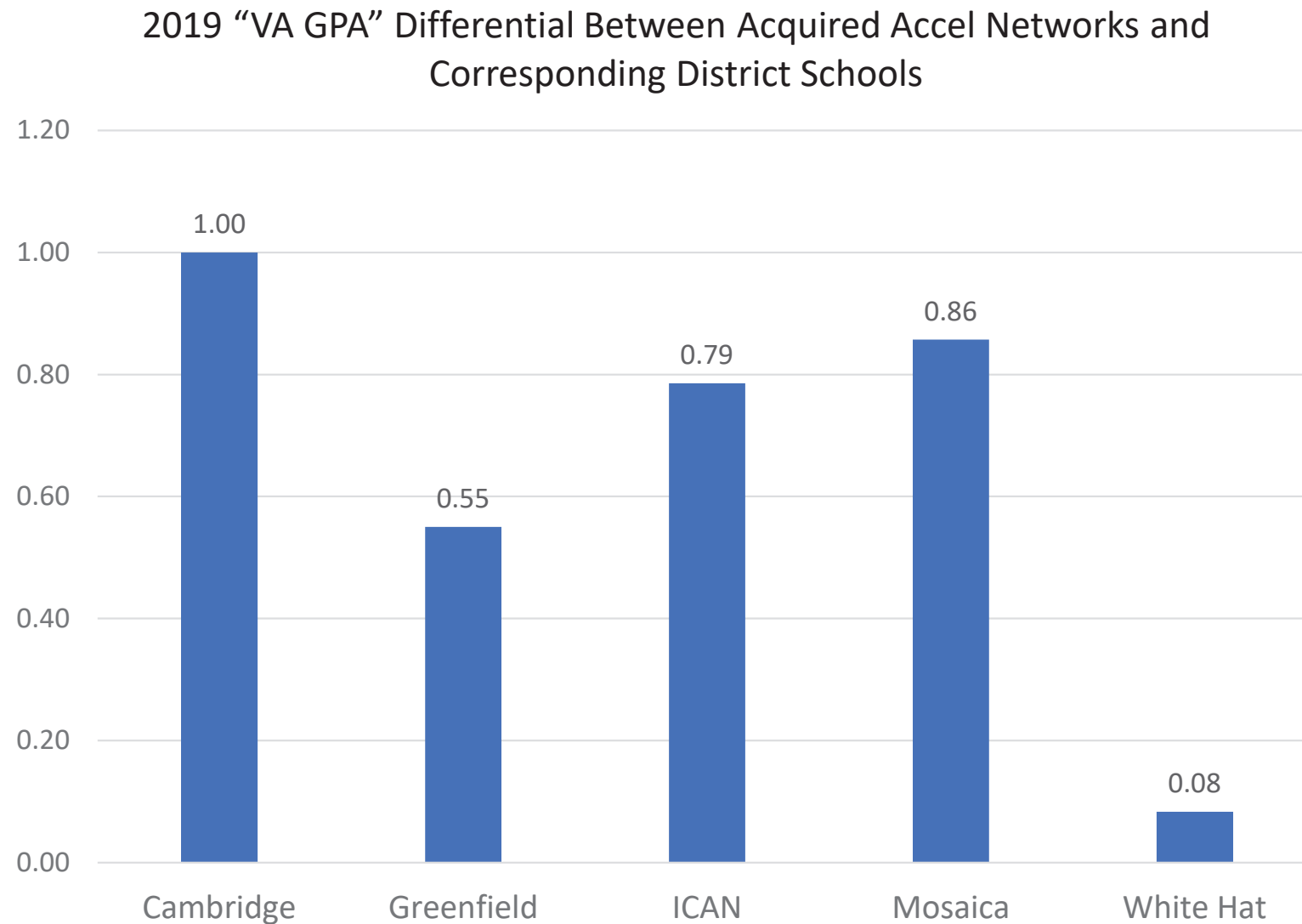


Accel Schools Acquired from Other Networks Greatly Outperform Their Corresponding District Schools on Value Added Measures

2019 Value Added (VA) Differential Between Acquired Accel Networks and Corresponding District VA Schools Using District Scores on ODE Website



The “VA GPA” Differential Between the Acquired Accel School Networks and Their Corresponding Districts is Positive for All Networks, and is Half to a Full Letter Grade Better in 4 of 5



APPENDIX

A. List of schools included in analysis by district

- Virtual Schools Have been Removed
- Dropout Recovery Schools have been Removed
- Schools with Proxy PI's have not been included in the PI analysis (only schools with "Actual PI's" are included in PI analysis)
- Not all schools listed have a valid VA for a given year (if VA was reported as "NC", it was not included in VA analysis)
- If a school was open in one year and not the other, data for the year the school was operating is included

Akron Community Schools Included in Analysis

Community School Name

Akron Preparatory School

Akros Middle School

Colonial Prep Academy

Edge Academy, The

Imagine Leadership Academy

Main Preparatory Academy

Middlebury Academy

STEAM Academy of Akron

Steel Academy

Summit Academy Akron Elementary School

Summit Academy Akron Middle School

Summit Academy Secondary - Akron

University Academy

Akron District Schools Included in Analysis

District School Name

Akron Alternative Academy	Jennings Community Learning Center
Akron Early College High School	Judith A Resnik Community Learning Center
Akron STEM High School	Kenmore/Garfield High School
Barber Community Learning Center	King Elementary School
Betty Jane Community Learning Center	Leggett Community Learning Center
Buchtel High School	Litchfield Middle School
Case Community Learning Center	Mason Community Learning Center
Crouse Community Learning Center	McEbright Community Learning Center
East Community Learning Center	Miller-South Visual Performing Arts
Ellet High School	National Inventors Hall of Fame School, Center for STEM
Findley Community Learning Center	North High School
Firestone High School	Pfeiffer Elementary School
Firestone Park Elementary School	Portage Path Community Learning Center
Forest Hill Community Learning Center	Rimer Community Learning Center
Glover Community Learning Center	Ritzman Community Learning Center
Harris/Jackson Community Learning Center	Robinson Community Learning Center
Hatton CLC	Sam Salem Community Learning Center
Helen Arnold Community Learning Center	Schumacher Community Learning Cent
Hill Community Learning Center	Seiberling CLC
Hyre Community Learning Center	Voris Community Learning Center
I Promise School	Windemere CLC
Innes Community Learning Center	

Canton Community Schools Included in Analysis

Community School Name
Beacon Academy
Canton College Preparatory School
East Branch Preparatory Academy (dba Wright Preparatory Academy)
Summit Academy Community School for Alternative Learn-Canton
Summit Academy Secondary - Canton

Canton District Schools Included in Analysis

District School Name

AIM Academy at Fairmount
Allen Elementary School
Barbara F Schreiber Elementary School
Belden Elementary School
Belle Stone Elementary School
Canton Arts Academy @ Summit
Canton City Early College Academy
Canton Early College Academy at Crenshaw
Cedar Elementary School
Choices Alternative School
Clarendon Elementary School
Dueber Elementary School
Gibbs Elementary School
Harter Elementary School
Hartford Middle School
Lehman Middle School
Mason Elementary School
McGregor Elementary School
McKinley High School
Portage Collab Montessori Middle School
Worley Elementary School
Youtz Elementary School

Cincinnati Community Schools Included in Analysis

Community School Name

Academy of Junior Scholars
Alliance Academy of Cincinnati
Cincinnati College Preparatory Academy
Cincinnati Learning Schools
Cincinnati Technology Academy
Horizon Science Academy-Cincinnati
King Academy Community School
Madisonville SMART Elementary
Mount Auburn Preparatory Academy
Mt. Auburn International Academy
Mt. Healthy Preparatory and Fitness Academy
Orion Academy
Phoenix Community Learning Ctr
Riverside Academy
Southwest Ohio Preparatory School
Summit Academy Community School - Cincinnati
Summit Academy Transition High School-Cincinnati
T.C.P. World Academy
Winton Preparatory Academy

Cincinnati District Schools Included in Analysis

District School Name

Academy for Multilingual Immersion Studies	Parker Woods Montessori
Academy Of World Languages Elementary School	Pleasant Hill Elementary School
Aiken High School	Pleasant Ridge Montessori School
Bond Hill Academy Elementary School	Rees E. Price Elementary School
Carson Elementary School	Riverview East Academy
Chase Elementary School	Robert A. Taft Information Technology High School
Cheviot Elementary School	Roberts Academy: A Paideia Learning Community
Clark Montessori High School	Rockdale Academy Elementary School
College Hill Fundamental Academy	Roll Hill School
Covedale Elementary School	Roselawn Condon Elementary School
Dater Montessori Elementary School	Rothenberg Preparatory Academy
Ethel M. Taylor Academy	Sands Montessori Elementary School
Evanston Academy Elementary School	Sayler Park Elementary School
Fairview-Clifton German Language School	School For Creat & Perf Arts High School
Frederick Douglass Elementary School	Shroder Paideia High School
George Hays-Jennie Porter Elementary	Silverton Paideia Elementary School
Gilbert A. Dater High School	South Avondale Elementary School
Hartwell Elementary School	Spencer Academy
Hughes STEM High School	Walnut Hills High School
Hyde Park School	Western Hills University High School
James N. Gamble Montessori High School	Westwood Elementary School
John P Parker Elementary School	William H Taft Elementary School
Kilgour Elementary School	Winton Hills Academy Elementary School
Leap Academy at North Fairmont	Withrow University High School
Midway Elementary School	Woodford Paideia Elementary School
Mt. Airy Elementary School	Woodward Career Technical High School
Mt. Washington Elementary School	
North Avondale Montessori Elementary School	
Oyler School	

Cleveland Community Schools Included in Analysis

Community School Name

Bella Academy of Excellence	Harvard Avenue Performance Academy
Broadway Academy	Hope Academy Northcoast
Chapelside Cleveland Academy	Hope Academy Northwest Campus
Citizens Academy	Horizon Science Acad Cleveland
Citizens Academy East	Horizon Science Academy-Cleveland Middle School
Citizens Academy Southeast	Horizon Science Academy-Denison Middle School
Citizens Leadership Academy	Horizon Science Academy Denison Elementary School
Citizens Leadership Academy East	Intergenerational School, The
Cleveland Arts and Social Sciences Academy	Lake Erie College Preparatory School
Cleveland College Preparatory School	Lakeshore Intergenerational School
Cleveland Entrepreneurship Preparatory School	Lincoln Park Academy
Cleveland Preparatory Academy	Lincoln Preparatory Academy
Constellation Schools: Eastside Arts Academy	Menlo Park Academy
Constellation Schools: Madison Community Elementary	Near West Intergenerational School
Constellation Schools: Old Brooklyn Community Elementary	Northeast Ohio College Preparatory School
Constellation Schools: Old Brooklyn Community Middle	Orchard Park Academy
Constellation Schools: Puritas Community Elementary	STEAM Academy of Warrensville Heights
Constellation Schools: Puritas Community Middle	Stepstone Academy
Constellation Schools: Stockyard Community Elementary	Stonebrook Montessori
Constellation Schools: Stockyard Community Middle	University of Cleveland Preparatory School
Constellation Schools: Westpark Community Elementary	Village Preparatory School
Constellation Schools: Westpark Community Middle	Village Preparatory School Willard
Constellation Schools: Westside Community School of the Arts	Village Preparatory School:: Woodland Hills Campus
East Academy	Washington Park Community School
East Preparatory Academy	West Park Academy
Entrepreneurship Preparatory School - Woodland Hills Campus	West Preparatory Academy
Global Ambassadors Language Academy	Wings Academy 1

Cleveland District Schools Included in Analysis

District School Name		
Adlai Stevenson School	Facing History High School@Charles Mooney	Michael R. White
Alfred Benesch	Franklin D. Roosevelt	Miles Park School
Almira	Fullerton School	Miles School
Andrew J Rickoff	Garfield Elementary School	Mound Elementary School
Anton Grdina	Garrett Morgan Schl Of Science School	Nathan Hale School
Artemus Ward	George Washington Carver	New Technology HS@East Tech
Bard Early College Cleveland	Ginn Academy	New Technology West
Bard High Early College Cleveland East Campus	Glenville High School	Newton D Baker School
Benjamin Franklin	H Barbara Booker Elementary School	Oliver H Perry Elementary School
Bolton	Hannah Gibbons-Nottingham Elementary School	Orchard School
Buhrer	Harvey Rice Elementary School	PACT @ JFK
Campus International High School	Iowa-Maple Elementary School	Patrick Henry School
Campus International School	James Ford Rhodes High School	Paul L Dunbar Elementary School
Case	Jane Addams Business Careers High School	Rhodes College and Career Academy
Charles A Mooney School	John Adams College & Career Academy	Rhodes Schools of Environmental Studies
Charles Dickens School	John Adams High School	Riverside School
Charles W Eliot School	John Marshall School of Business and Civic Leadership	Robert H Jamison School
Clara E Westropp School	John Marshall School of Engineering	Robinson G Jones Elementary School
Clark School	John Marshall School of Information Technology	Scranton School
Cleveland Early College High	Joseph M Gallagher School	Sunbeam
Cleveland High School for the Digital Arts	Kenneth W Clement	The School of One
Cleveland School of Architecture & Design	Lincoln West School Of Global Studies	Thomas Jefferson School
Dike School of Arts	Lincoln West School of Science & Health	Tremont Montessori School
Cleveland School of Science & Medicine	Lincoln-West High School	Valley View Elementary School
Cleveland School Of The Arts High School	Louis Agassiz School	Wade Park
Collinwood High School	Louisa May Alcott Elementary School	Walton School
Daniel E Morgan School	Luis Munoz Marin School	Warner Girls Leadership Academy
Davis Aerospace & Maritime High School	Marion C Seltzer Elementary School	Washington Park
Denison	Marion-Sterling Elementary School	Waverly Elementary School
Design Lab @ Health Careers	Martin Luther King Jr. Campus	Whitney Young School
Douglas MacArthur	Mary B Martin School	Wilbur Wright School
E3agle Academy	Mary M Bethune	William C Bryant Elementary School
East Clark	Max S Hayes High School	Willow School
East Technical High School	MC^2 STEM High School	Willson School
Euclid Park Elementary School	Memorial School	William Rainey Harper

Columbus Community Schools Included in Analysis

Community School Name

A+ Arts Academy	Horizon Science Academy Columbus Middle School
A+ Children's Academy	Horizon Science Academy Elementary School
Arts & College Preparatory Academy	Imagine Columbus Primary School
Bridge Gate Community School	International Acad Of Columbus
Brookwood Academy	Kids Care Elementary
Buckeye Preparatory Academy	KIPP Columbus
Cesar Chavez College Preparatory School	Midnimo Cross Cultural Community School
Charles School at Ohio Dominican University	Millennium Community School
Columbus Arts & Technology Academy	Newbridge Math & Reading Preparatory Academy
Columbus Bilingual Academy-North	Noble Academy-Columbus
Columbus Collegiate Academy	Northland Preparatory and Fitness Academy
Columbus Collegiate Academy - West	Oakstone Community School
Columbus Humanities, Arts and Technology Academy	Patriot Preparatory Academy
Columbus Performance Academy	Performance Academy Eastland
Columbus Preparatory and Fitness Academy	Renaissance Academy
Cornerstone Academy Community School	South Columbus Preparatory Academy
East Bridge Academy of Excellence	South Scioto Academy
Eastland Preparatory Academy	Sullivant Avenue Community School
Educational Academy for Boys & Girls	Summit Academy Community School-Columbus
Focus Learning Academy of Northern Columbus	Summit Academy Middle School - Columbus
Franklinton Preparatory Academy	Summit Academy Transition High School-Columbus
Graham Elementary and Middle School	United Preparatory Academy
Graham School, The	Westside Academy
Great Western Academy	Zenith Academy
Harrisburg Pike Community School	Zenith Academy East
Horizon Science Academy Columbus	Zenith Academy West

Columbus District Schools Included in Analysis

District School Name

Alpine Elementary School	Fairmoor Elementary School	Salem Elementary School
Arts Impact Middle School (Aims)	Fairwood Alternative Elementary School	Scottwood Elementary School
Avalon Elementary School	Forest Park Elementary School	Shady Lane Elementary School
Avondale Elementary School	Fort Hayes Arts and Academic HS	Sherwood Middle School
Beatty Park Elementary School	Gables Elementary School	Siebert Elementary School
Beechcroft High School	Georgian Heights Alt Elementary School	South High School
Berwick Alternative K-8 School	Hamilton STEM Academy (K-6)	South Mifflin STEM Academy (K-6)
Binns Elementary School	Highland Elementary School	Southwood Elementary School
Briggs High School	Hilltonia Middle School	Special Education Center
Broadleigh Elementary School	Hubbard Mastery School	Starling PK-8
Buckeye Middle School	Huy/A.G. Bell Elementary School	Stewart Alternative Elementary School
Burroughs Elementary School	Independence High School	Sullivant Elementary School
Cassady Alternative Elementary School	Indian Springs Elementary School	Trevitt Elementary School
Cedarwood Alternative Elementary School	Indianola Informal K-8 School	Valley Forge Elementary School
Centennial High School	Innis Elementary School	Valleyview Elementary School
Champion Middle School	Johnson Park Middle School	Walnut Ridge High School
Clinton Elementary School	Leawood Elementary School	Watkins Elementary School
Colerain Elementary School	Liberty Elementary School	Wedgewood Middle School
Columbus Africentric Early College High School	Lincoln Park Elementary School	Weinland Park Elementary School
Columbus Africentric Early College Middle School	Lindbergh Elementary School	West Broad Elementary School
Columbus Africentric Early College ES	Linden STEM Academy (K-6)	West High School
Columbus Alternative High School	Linden-McKinley STEM Academy	West Mound Elementary School
Columbus City Preparatory School for Boys	Livingston Elementary School	Westgate Alternative Elementary School
Columbus City Preparatory School for Girls	Maize Road Elementary School	Westmoor Middle School
Columbus North International School (7-12)	Marion-Franklin High School	Whetstone High School
Columbus Scioto 6-12	Medina Middle School	Windsor STEM Academy (K-6)
Columbus Spanish Immersion K-6 School	Mifflin Alternative Middle School	Winterset Elementary School
Como Elementary School	Mifflin High School	Woodcrest Elementary School
Cranbrook Elementary School	Moler Elementary School	Woodward Park Middle School
Devonshire Alternative Elementary School	North Linden Elementary School	Yorktown Middle School
Dominion Middle School	Northgate Intermediate	
Duxberry Park Alternative Elementary School	Northland High School	
Eakin Elementary School	Northtowne Elementary School	
East Columbus Elementary School	Oakland Park Alternative Elementary	
East High School	Oakmont Elementary School	
East Linden Elementary School	Ohio Avenue Elementary School	
Eastgate Elementary School	Olde Orchard Alt Elementary School	
Easthaven Elementary School	Parkmoor Elementary School	
Eastmoor Academy	Parsons Elementary School	
Ecole Kenwood French Immersion	Ridgeview Middle School	

Dayton Community Schools Included in Analysis

Community School Name

City Day Community School

Dayton Early College Academy, Inc

Dayton Leadership Academies-Dayton View Campus

Dayton SMART Elementary School

Emerson Academy

Horizon Science Academy Dayton Downtown

Horizon Science Academy Dayton High School

Horizon Science Academy-Dayton

Klepinger Community School

Montgomery Preparatory Academy

North Dayton School Of Science & Discovery

Pathway School of Discovery

Richard Allen Academy

Richard Allen Academy II

Richard Allen Preparatory

Summit Academy Community School - Dayton

Summit Academy Transition High School Dayton

STEAM Academy of Dayton

Dayton District Schools Included in Analysis

District School Name

Belle Haven PreK-6 School
Belmont High School
Charity Adams Earley Girls Academy
Cleveland PreK-6 School
David H. Ponitz Career Technology Center
Dayton Boys Preparatory Academy
Dayton Business Technology High School (converted to DOPR for 18-19)*
Dunbar Early College High School
Eastmont Park PreK-6 School
Edison PreK-6 School
Edwin Joel Brown Middle School
Fairview PreK-6 School
Horace Mann PreK-6 School
Kemp PreK-6 School
Kiser PreK-6 School
Louise Troy PreK-6 School
Meadowdale High School
River's Edge Montessori PreK-6 School
Ruskin PreK-6 School
Stivers School For The Arts
Thurgood Marshall High School
Valerie PreK-6 School (used a different building IRN in 17-18)*
Valerie PreK-6 School (was called Meadowlark PreK-6 in 17-18)
Westwood PreK-6 School
Wogaman Middle School
World of Wonder PreK-6 School
Wright Brothers Middle School

Toledo Community Schools Included in Analysis

Community School Name

Academy of Educational Excellence	Toledo Preparatory and Fitness Academy
Aurora Academy	Toledo School For The Arts
Autism Model School	Toledo SMART Elementary School
Bennett Venture Academy	Winterfield Venture Academy
Central Academy of Ohio	
Clay Avenue Community School	
Discovery Academy	
Eagle Academy	
Hope Learning Academy of Toledo	
Horizon Science Academy Toledo	
Horizon Science Academy-Springfield	
Imagine Hill Avenue	
L. Hollingworth School for Talented and Gifted	
Madison Avenue School of Arts	
Maritime Academy of Toledo, The	
Northpointe Academy	
REACH Academy	
Rise & Shine Academy	
Star Academy of Toledo	
Summit Academy - Toledo	
SunBridge Schools	
The Autism Academy Of Learning	

- Preliminary Agreement



St. Aloysius Community School Preliminary Agreement

This agreement is entered into by and between St. Aloysius (SPONSOR) and Pathfinder Career Academy of Ohio (APPLICANT) whose central base address is 4 Summit Park Drive, Independence, Ohio 44131.

Article I, Purpose

This agreement is established pursuant to section 3314.02 of the Ohio Revised Code and indicates the intention of the SPONSOR to sponsor a new internet – or computer based community school. Upon the signatures of all parties set forth below, the APPLICANT may proceed to finalize plans for the school, establish a governing authority as described in division (E) of section 3314.03 of the Revised Code for the school, and negotiate a contract with the SPONSOR, whereby the SPONSOR may agree to enter into a contract to sponsor the new internet - or computer based community school.

Article II, Responsibilities of the SPONSOR

The SPONSOR hereby indicates its intention to sponsor a new internet – or computer based community school to be known as Pathfinder Career Academy of Ohio pursuant to and consistent with the information provided by the APPLICANT.

The SPONSOR hereby agrees to enter into good faith negotiations with the APPLICANT to establish a contract between the SPONSOR and the GOVERNING AUTHORITY, whereby the SPONSOR contracts to sponsor the new internet – or computer based school community school in accordance with section 3314.02 of the Revised Code. Good faith negotiations shall take place on the condition that the APPLICANT adheres to this preliminary agreement and complies with the provisions of Chapter 3314. of the Ohio Revised Code.

Article III, Responsibilities of the GOVERNING AUTHORITY

The APPLICANT hereby agrees to finalize plans for the community school that include but are not limited to, the following: Establish the community school as a non-profit organization or public benefit corporation under Chapter 1702 of the Ohio Revised Code and enter into contract negotiations with the SPONSOR. The APPLICANT shall comply with all provisions of Chapter 3314. of the Ohio Revised Code in carrying out this agreement.

In carrying out this agreement, the APPLICANT shall not discriminate against any employee or applicant for employment because of race, color, religion, national origin, sex age or disability.

Article IV, Time for Performance

This agreement shall be binding upon both parties and shall remain in effect until the 30th day of May, 2023, subject to termination as described herein. If the agreement has expired and the parties have failed to negotiate a contract for the sponsorship of the proposed community school, a successor agreement may be entered into at the discretion of both parties. Upon the expiration of this agreement, there is no obligation for either party to enter into a successor agreement.

Article V, Governing Law

The preliminary agreement shall be governed and interpreted according to the laws of the State of Ohio.

Article VI, Assignment

Neither this preliminary agreement, nor any rights, duties or obligations described herein, shall be assigned by any party without prior written consent of the SPONSOR and the APPLICANT.

Article VII, Changes or Modification

The preliminary agreement constitutes the entire agreement among the parties and any changes or modifications of this preliminary agreement shall be made and agreed to in writing.

Article VIII, Cancellation of Agreement

The SPONSOR reserves the right to cancel this preliminary agreement upon written notice to the APPLICANT.

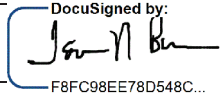
The APPLICANT reserves the right to cancel this preliminary agreement upon written notice to the SPONSOR.

Article IX, Disclaimer

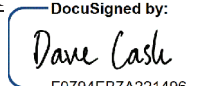
This preliminary agreement shall not be construed as the SPONSOR'S present agreement to sponsor the new internet – or computer based community school as proposed by the APPLICANT named herein, nor does the preliminary agreement obligate the SPONSOR to enter into a contract with the GOVERNING AUTHORITY to sponsor a new internet – or computer based community school.

APPLICANT

PATHFINDER CAREER ACADEMY OF OHIO

By:  _____
F8FC98EE78D548C...

SPONSOR

By:  _____
(On behalf of St. Aloysius)

Date: 1/18/2023

- Proposed School Information
 - Responses to Questions
 - Updated Development Team Roster and Resumes
 - Market Research Information
 - Education Plan
 - Performance Framework
 - Interventions

PROPOSED SCHOOL RESPONSES TO QUESTIONS

1. Please describe the proposed internet- or computer-based community school. In your description, please address the following:

- ***Reasons applicant believes Ohio would benefit from an additional internet- or computer-based school.***

While there are a number of eSchools across Ohio that serve students, none currently exist that have a primary focus on career development and preparation. With this narrow focus, PCA will be able to attract a different set of industry and community partners than existing eSchools and will accordingly open a wealth of new opportunities to students in a variety of communities across Ohio. In addition, the smaller size of PCA and focus on grades 6-12 will allow the school to be nimbler and more quickly adapt to offer new and/or different pathways and partnerships to students as the needs and opportunities of the Ohio business community evolves over time. This need is evidenced in the Market Research information provided during the sponsor application process and attached to this section.

- ***Community and student population (demographics, ages, and grade levels) school intends to serve.***

Pathfinder Career Academy (PCA) will serve students ages 12-19 in grades 6-12 statewide across Ohio, with a central location for school administration in the Columbus metro area. As a state-wide CTE school, we anticipate serving students from all backgrounds including those with disabilities, English Language Learners, and those who are economically disadvantaged. We will be targeting and anticipating that a significant portion of our students will be low-income and come from traditionally underserved communities.

- ***Enrollment area (specific counties in Ohio)***

Pathfinder Career Academy (PCA) will enroll students as a statewide internet or computer-based school.

- ***Education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the International Association for K-12 Online Learning.***

ACCEL's core instructional model for online schools has been developed in tight alignment with the National Standards for Quality Online Learning from the Virtual Learning Leadership Alliance (VLLA), Quality Matters (QM), and the Digital Learning Collaborative (DLC). In addition, PCA will use best-in-class curriculum and courses, aligned to Ohio's Learning Standards, and the AMP system that has been designed for students and families to easily navigate in accordance with the standards. Professional Development for teachers and PCA leadership will also be provided by ACCEL and also aligned with the NSQOL standards (previously iNACOL standards). A full education plan was submitted during the sponsorship application process and is included here for additional information.

- ***Expectations of academic performance, including academic achievement status of proficiency, academic growth, post-secondary readiness, and expectations for mission-specific performance measures.***

- i. PCA students will achieve proficiency levels at or above the average of all state-wide internet or computer-based schools in each subject and grade.
- ii. 100% of students will participate in Project-based-learning in a minimum of 2 core subjects each year.
- iii. PCA will achieve a graduation rate at or above the state average and/or the average of all statewide internet or computer-based schools.
- iv. At least 50% of PCA graduates will complete a Career Pathway prior to graduation.

In addition to the school specific goals listed above, PCA will comply with the performance framework and interventions as prescribed by the sponsor and agreed to during the charter contract process. These performance measures and interventions delve into PCA's scores on the local report card and other school specific goals. Additionally, the interventions required by the school and the sponsor will assist PCA in reaching all its goals over the course of the charter contract. The performance framework and interventions have been included for review.

- ***Expectations of any non-academic school or student goals to which the school will hold itself accountable.***

- i. Partnerships: PCA will establish relevant industry, higher education, and community organization partnerships established in all pathway areas that PCA offers.
- ii. Work-based learning: Every student that graduates PCA will have a work-based learning experience prior to graduation.

Additionally, PCA is challenged by the sponsor to look at two more non-academic school goals in the performance framework: Decreasing suspensions and expulsions and the percentage of income spent on classroom instruction.

- ***Experience of key personnel (i.e., school leader, governing authority members, administrative and teaching staff. [see attachment]***

OPERATOR EXPERIENCE

Experience with Online Schools

- 1) Describe the operator’s experience with internet- or computer-based community/public charter schools in the state of Ohio and outside the state of Ohio.

In the summer of 2018, ACCEL Schools became the chosen operator of the Ohio Distance and Electronic Learning Academy (OHDELA). Despite being open for over 17 years, OHDELA had struggled and trailed other statewide virtual charter schools in Ohio. In partnership with the school board, ACCEL Schools is implementing an aggressive turnaround plan to put OHDELA in a position to be academically successful and operationally sound. This includes implementing a solid curriculum aligned with Ohio’s Learning Standards, a balanced assessment strategy, and progress monitoring tools and practices that show significant promise. In the 2019-20 OCCS Annual Report, Alternative Education Academy (OHDELA) met or exceed all of the sponsor goals. Due to the pandemic, an annual report was not released during 2020-21, and during the 2021-22 school year, OHDELA met 75% of the sponsor goals.

The ACCEL Schools’ senior leadership team, and Online School Operations, Finance, Marketing, Systems, State Reporting, and School Development teams have over one hundred years of collective experience supporting Ohio Internet or Computer-Based Community Schools. We have included their bios on the following pages highlighting their work in Ohio. As an entire team, Ohio will not find a more experienced group of individuals to launch, operate, and support an Internet or Computer-Based School.

- 2) Describe the operator’s assessment of the degree to which each of the operator’s affiliated internet- or computer-based schools is meeting the operating standards for online schools.

Accel Online Ohio understands the Operating Standards for internet or computer-based schools, as outlined by Ohio Revised Code 3314. Below are some of the key provisions, yet this is not an exhaustive list. Others are listed in the education plan or inclusive of the current Ohio sponsor’s oversight procedures:

- Pathfinder Career Academy of Ohio (PCA) will hire all Ohio-licensed teachers
- All students must participate in state testing for the grades offered each year.
- All students will receive a computer device unless the parent opts out.
- PCA will ensure that all students have broadband access so they can fully participate in the program.
- The school will hold face-to-face events with teachers and students.
- There are very specific attendance tracking requirements, for both online and offline instructional activities, and these are further discussed in the Attachment- Compliance Internet or Computer Based Schools.

With our experience operating OHDELA in Ohio, these are known procedures. This includes compliance with the iNACOL Standards for Quality Online Programs (now known as the National Standards for Quality Online Programs). We have included our evaluation of our affiliate school, OHDELA, against these standards. Finally, we have also included ACCEL Schools’ corporate accreditation certificate with Cognia, which is effective through June 30, 2024.

- 3) Has the operator ever terminated its agreement with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate agreement for each internet- or computer-based school. Describe specific actions taken by the operator and timeline for each action. If the operator has not had to terminate agreement with an internet- or computer-based school, please describe what circumstances would lead the operator to terminate agreement with an internet- or computer-based school and specific actions the operator would take, including timeline for each action.

To date, ACCEL Online Ohio has not had to terminate an agreement with an online school. The termination clauses for ACCEL, as outlined in Section 10 of the draft management agreement, are stated below. 10. Termination by the Manager. The Manager may, at its option, terminate this Agreement upon the occurrence of any of the following events: (a) The School fails to make any payment of money due to the Manager within five (5) business days of written notice from Manager to School that such payment is overdue, excluding overdue payments resulting from a payment dispute or delay between the School and any funding entity, and such termination shall be effective at the end of the then-current school year; (b) The Manager suffers operating deficits related to the operation of this School for the academic year, provided that any notice of termination delivered by the Manager to the School after the School opens for the school year shall not be effective until the end of that academic year; (c) The School is in material default under any other condition, term or provisions of this Agreement (except late payment which is addressed above) or the Sponsorship Agreement, and the default remains uncured for thirty (30) days after the School receives written notice from the Manager or Sponsor, as applicable, of the default, and such termination shall be effective at the end of the then-current school year. However, if the default cannot be reasonably cured within thirty (30) days, and the School promptly undertakes or continues efforts to cure the material default within a reasonable time, the failure shall not be grounds for termination. Notwithstanding the foregoing, if the School's default creates an imminent danger to the health, welfare or safety of students, parents or others, the failure must be cured immediately upon notice from the Manager, and Manager may terminate the Agreement effective immediately if not so cured; or (d) Any adverse and material change in local, State or federal funding for the School's students; provided that any notice of termination delivered to the School based upon an adverse and material change in

funding shall be effective when the funding change goes into effect or such later date as designated by the Manager. (e) Manager may terminate this Agreement effective immediately upon written notice to the School in the event that the School adopts or amends a policy, and the effect of such amendment or policy would reasonably be determined by Manager to materially increase the financial risk to Manager arising from its performance of its obligations hereunder, thus rendering Manager's performance economically unviable. In the event the School adopts such an adverse policy in the middle of the school year, Manager agrees to use its best efforts to complete its obligations for the then-current school year without waiving any rights and remedies hereunder. (f) Manager may terminate this Agreement effective immediately upon written notice to the School in the event the School undergoes adverse change that makes the School financially unviable.

4. Please detail the previous experience of key personnel employed by the operator related to operation of online or blended learning models;

ACCEL Schools is a K-12 Educational Management Organization formed in 2014, currently serving over 23,500 students in 78 brick-and-mortar and online schools in Arizona, California, Colorado, Florida, Indiana, Michigan, Ohio, Washington, and West Virginia. ACCEL Schools partners with active school boards to provide an online model that weaves together standards-based and highly individualized content with dynamic, interactive, and engaging material that is rooted in the rigor of focusing on both academic success and preparedness for college and/or career after high school. We believe a robust and personalized education is critical to every student we serve.

The staff of ACCEL Schools was responsible for the founding of K12 Inc. (now Stride) and has operated schools across the country including Ohio Virtual Academy prior to leaving to form ACCEL Schools. Upon forming ACCEL Schools, co-founders Ron Packard and Maria Szalay sought to recruit talent passionate about providing all students with an exceptional online school experience. Please see [https://issuu.com/accelschools/docs/accel look book - pages 1](https://issuu.com/accelschools/docs/accel_look_book_-_pages_1) for a full primer on ACCEL Schools. Armed with an experienced and talented team, ACCEL created a learning platform that helped students stay engaged, interested, and most of all...achieving. Through prior experience, it was essential for

students, families, and educators to have access to “best in class” tools and curriculum in the industry. All tools and curriculum materials are research-based and aligned with state standards. ACCEL’s approach to education works because students are provided with a personalized learning experience, tracking of student achievement/standards, more individualized live instruction, personalized asynchronous/supplementals, and a high-touch educational environment where families feel connected to their school community.

ACCEL is currently the ESP for virtual schools in California, Florida, Indiana, Michigan, Ohio, Washington, and West Virginia. In 2018, the Board of Directors of OHDELA (Alternative Education Academy) approached ACCEL to help transform their school into a high-performing online school. The transformation of this school was deliberate and focused on improving operations and academic instruction. In year one, the existing leadership team was left in place and ACCEL focused on improving student and family engagement, teacher training, and progress monitoring. The following year, ACCEL and the Board of Directors determined changes were needed to the curriculum to provide families with a more rigorous and engaging offering. By 2020, OHDELA had adopted the full AMP platform into its offering.

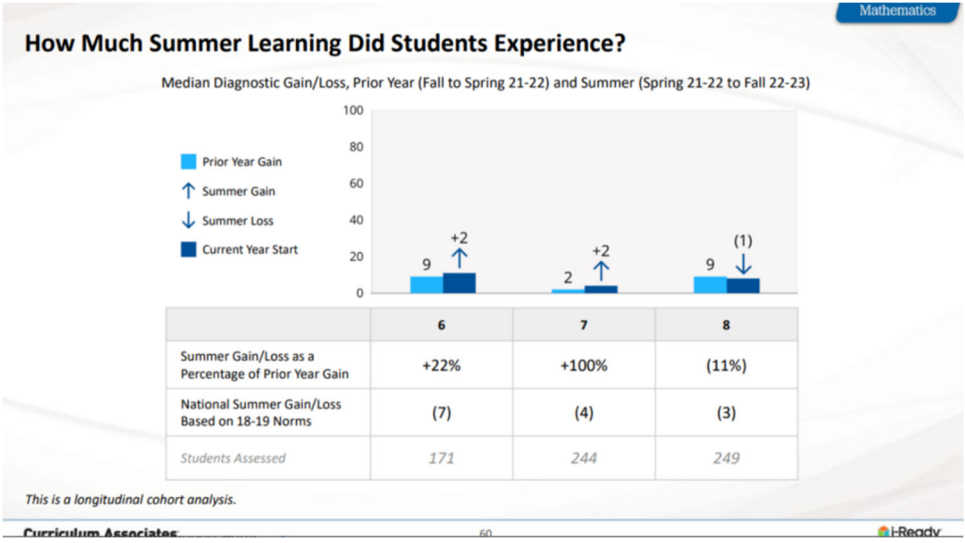
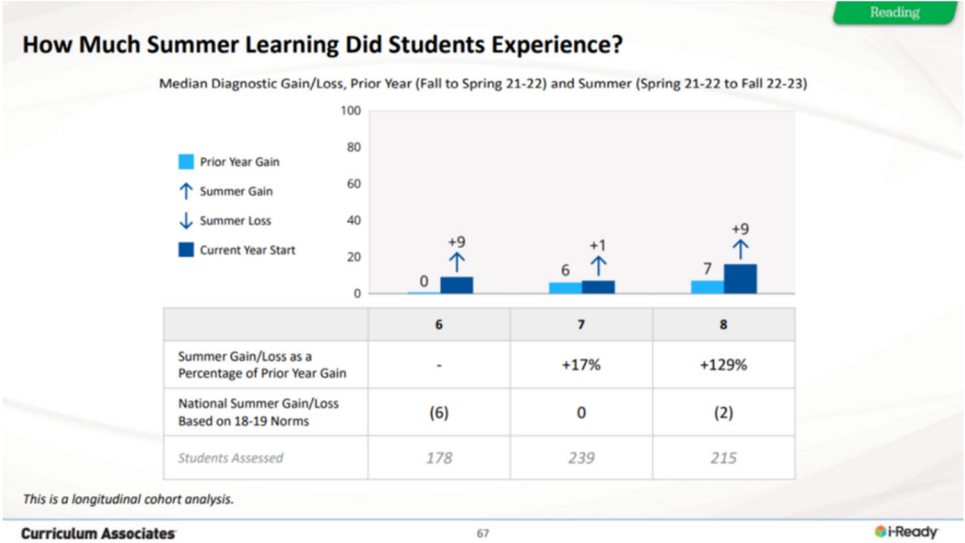
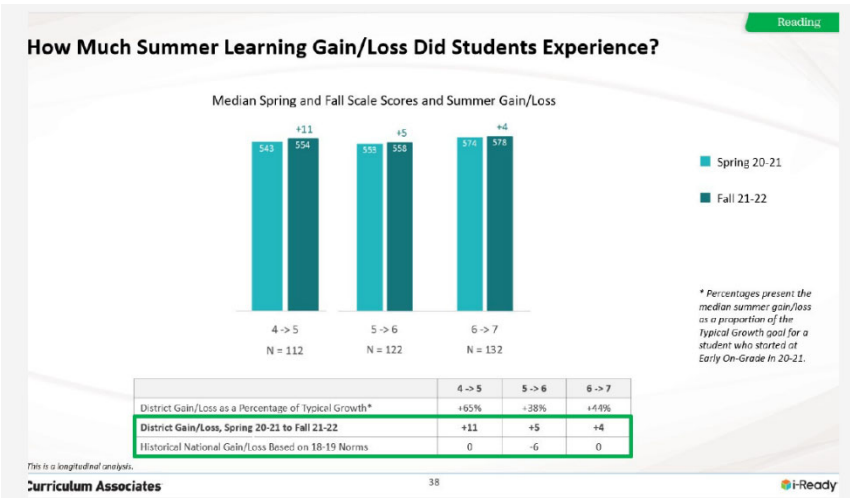
The ACCEL network grew in 2020 when entrusted to manage Michigan Online School. This school had a strong administration and an active Board of Directors. ACCEL was contracted to provide a stronger LMS platform with more robust academic resources. Additional support was provided to expand enrollment and the academic offering through more robust courses and supplemental curriculum through AMP. During our time with Michigan Online School, we have partnered with the school to expand from 6-12 to K-12.

In 2021, two districts determined they needed additional support in offering virtual education to their students. ACCEL Schools launched the Virtual Preparatory Academy of Washington (Starbuck School District) and Virtual Preparatory Academy of Indiana (Madison-Grant United School Corporation) to meet the needs of these districts. Both schools work closely with our district partners to ensure students receive a robust, online education. In 2022, Madison-Grant United School Corporation was named the ACCEL Schools partner of the year due to its exemplary teamwork.

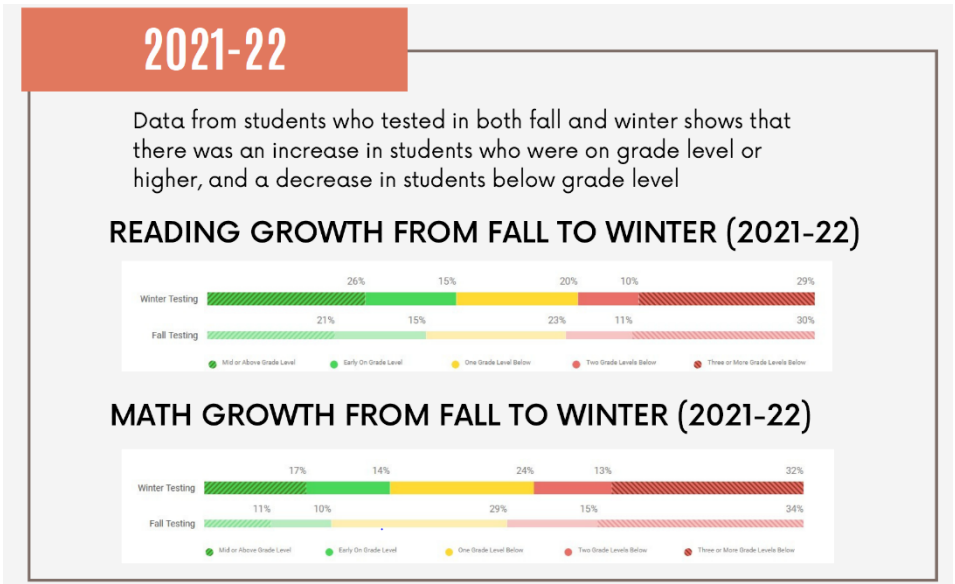
Boards of Directors 2022 in the states of Florida, Ohio, and West Virginia partnered with ACCEL Schools to provide full management of the Virtual Preparatory Academy of Florida, Gateway Academy, and Virtual Preparatory Academy of West Virginia. All Boards are responsible for the fiduciary health of the school as well as the charter contract for their respective schools. ACCEL Schools provides updates on the operation, student performance, compliance, and financials of the schools at monthly board meetings.

In 2020-21, ACCEL adopted iReady due to more accurate results and ease of administration to a virtual school population. Students in grades K-12 at ACCEL measure their success three times per year (fall, winter, spring) by taking the iReady diagnostic in reading and math. The iReady diagnostic provides teachers with benchmark data on student learning levels to inform instruction.

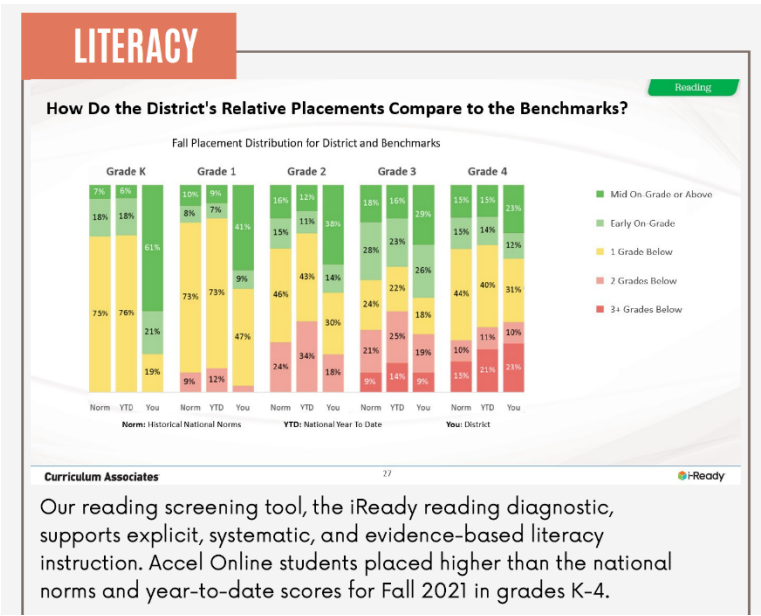
Summer Gains: Data from spring to fall was analyzed to measure the effectiveness of summer programs. While most students backslide during the summer, ACCEL students actually saw gains. Teachers provide supplemental synchronous and asynchronous programming to help fill gaps and/or accelerate learning the learning of all students. Compared to most students, our students demonstrate retention of learning.



Students showed a significant decrease in the students who were below grade level in the fall to winter iReady scores. There was also an increase in the students on grade level or above. This demonstrates a combination of high student engagement, engaging curriculum, and effective instruction.

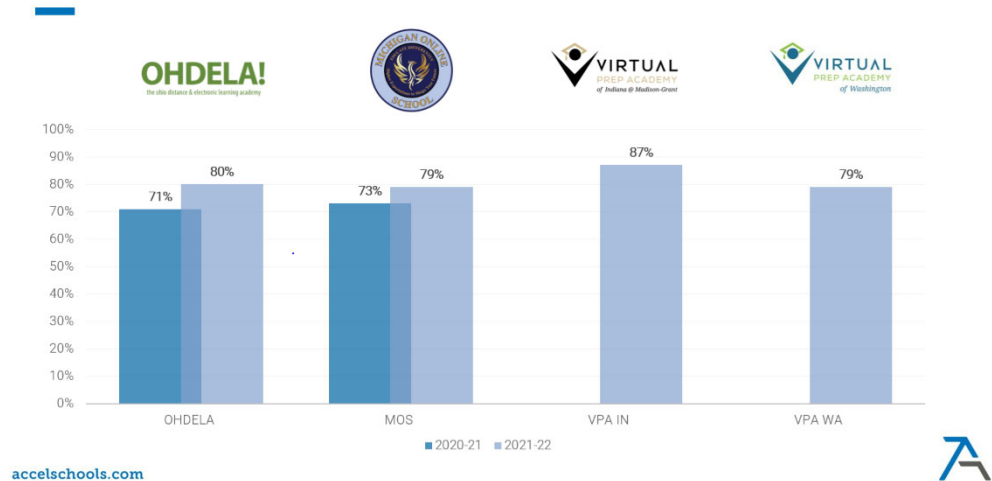


ACCEL Students also surpassed the national norms on the i-Ready assessment for students in reading in grades K-4.












The success of our students is not only about academic scores. Family satisfaction is critical for academic growth. For this reason, families are surveyed on a regular basis to determine ways we can grow in our execution of the school's program. While only a few of the data points on the survey are demonstrated below, parent satisfaction scores increased year over year between 2020-21 and 2021-22 in schools with multiple years of data and exceeded 79% or higher in year 1 schools. Finally, what a rating score does not capture, are the honest narratives of our parents. Their own words express faith in the teachers, feeling heard by the administration, and a clear expression of improvements they would like to see.

Parent Satisfaction Scores



Open Responses

-  I'm impressed with how you've implemented changes from Feedback from last year. It's evident! Canvas in the dashboard is pretty easy but I wish that it were even easier and more clear for parents to help keep track that all work has been completed and easier to submit our work whether it be from a Chromebook or my personal phone
-  Being new to the school last year and a special needs 6th grader this year this has been a wonderful experience! Everyone is so helpful and happy! We are very blessed to be a part of the school
-  That this is the best decision I have made for my daughter is to enroll her here especially for her anxiety and her social anxiety. These teachers are very understanding and considerate. Her success coach is outstanding and goes out of her way to help in any way that she can. This school is special.
-  Staff has great attitudes and great classroom atmosphere. Thank you!!!
-  I have three kids, two of them were failing in their district school and having a lot of anxiety but in OHDELA they have all As and doing amazing! Teachers are amazing!!! We get reached out to daily and its easy to use. My kids will be staying with OHDELA till they graduate cause they wouldn't get the help they need through their district public schools.
-  This is the **best online school experience** we've had.
-  The staff is really working to get my son graduated, it is **appreciated**.
-  I am glad we chose VPAWV. Our children are **learning** and **thriving** better than expected.
-  I love this school the teachers and everyone is super nice they are very patient with their students. **I wouldn't ask for a better school for my kids to attend.**

ACCEL Schools are focused on growth! Growth of our schools, academic success, development of our teachers, and the overall social-emotional health of students. With a group of professionals with a vast amount of experience in online education, we are able to work closely with all stakeholders to build a successful school where families can thrive.

ACCEL Team Member Biographies

Executive Leadership

RON PACKARD - Founder/Chief Executive Officer

Ron Packard is the CEO and Founder of ACCEL Schools. Packard is a well-known educator, entrepreneur and visionary as well as the author of the highly regarded and reviewed book Education Transformation. (We have included copies of this book as part of our RFP response.) Packard was

previously the long-time CEO and Founder of K12 Inc. He oversaw the growth of K12 from just an idea to one of the largest education companies in the world. Before K12, Packard was the Vice President of Knowledge Universe and CEO of Knowledge Schools, one of the nation's largest early childhood education companies. He was also instrumental in the successful investments in Learn Now, Children's School USA, Leapfrog, TEC, and Children's Discovery Center. Packard also worked for McKinsey & Company and for Goldman Sachs in mergers and acquisitions. Packard has received the Education Industry Association's James P. Boyle Entrepreneurial Leadership Award, as well as the Ernst & Young Entrepreneur of the Year Award in the IT Services & Solutions category in Greater Washington. The University of Chicago's Booth School of Business named him a Distinguished Alumni, and he also received an Outstanding Leadership Award from the United States Distance Learning Association. He sits on the Digital Learning Council. Packard previously served on the Department of Defense's Education Advisory Committee. Packard has been featured on nationwide radio and television shows and magazines, including Bloomberg TV, Forbes, and the Washington Post to name a few. He holds a B.A. from the University of California at Berkeley and an M.B.A. from the University of Chicago, both with honors.

MARIA SZALAY - Cofounder & Chief Operating Officer

Maria Szalay, Co-founder, and Chief Operating Officer, brings over 20 years of strategy, operations, and development capability to ACCEL Schools. Ms. Szalay joined K12 Inc. in 2000 and was instrumental in growing it from a startup to a public company. In this time, she served in a variety of roles including product management, product development, operations, strategy, and corporate development. Prior to joining K12 Inc., Ms. Szalay served as practice director at Operon Partners, an e-business consulting firm. At Operon Partners, Ms. Szalay led consulting teams assisting clients with turnkey eBusiness strategy, product management and business transformation consulting services. She worked directly in client organizations developing business plans to obtain funding, and also assisted with the implementation of online initiatives, with specialized expertise in integrating these solutions with their brick-and-mortar business. Prior to joining Operon Partners, she worked at Telecom New Zealand rolling out the company's Online Solutions business, where she was instrumental not only in developing the online strategy and implementation plan for Telecom Broadband, but also in executing to the implementation plan. Prior to that, Ms. Szalay worked for eight years as a management consultant at KPMG, assisting clients with systems implementations, product marketing and placement initiatives, including new product and service launches. Ms. Szalay started her career at Shearson Lehman. She holds a BS/BA from Virginia Polytechnic Institute and State University and an MBA from American University.

STEVE GOETZINGER- Senior Vice President, Finance & Controller

Steve Goetzinger, Senior Vice President, Finance & Controller, has a broad experience in all aspects of accounting and financial management. Steve manages the accounting and finance functions at ACCEL Schools providing accounting and finance support to the Company's public charter and virtual online businesses. He has vast experience in education, software technology, service and manufacturing industries.

Steve previously served for five years at K12, Inc. as VP of Finance/Controller where he managed the corporate accounting and the shared service accounting support for its virtual charter schools. At K12, he implemented the accounting infrastructure to prepare for the company's IPO.

Steve's specialties are Financial and SEC reporting, GAAP accounting, IPO, mergers and acquisitions, financial analysis, technical research, accounting software implementation, risk management and equity administration. He holds a BA in accounting from James Madison University and is a licensed CPA.

BRANDON KRUEGER- Chief Marketing Officer

Brandon brings over 14 years of education industry marketing experience to ACCEL Schools. Previously, Brandon had been the Chief Marketing Officer at Delta Career Education Corporation for over 3 years and the Senior Vice President of Marketing at K12 Inc. for over 9 years. Prior to joining K12 Inc., he held various operational roles at America Online, American Express and Arthur Andersen LLP. Brandon began his career as a Certified Public Accountant.

Brandon holds a Master of Business Administration from the Darden School of Business at the University of Virginia, and a Bachelor of Science in Economics with Concentrations in Finance and Accounting from the Wharton School of Business at the University of Pennsylvania.

ERIC WALLER- Chief Technology Officer

Eric Waller is an experienced Chief Technology Officer and Chief Information Officer with extensive background in management, architecture, software engineering, information technology, and systems engineering developing commercial products, business applications, scientific applications, and data center operations. Eric drives product and technology vision delivering rich user experiences through scalable architectures for commercial enterprise and consumer products.

CHRISTOPHER RYAN- General Counsel & SVP, Corporate Development

Chris Ryan, General Counsel and Senior Vice President of Corporate Development, brings over 25 years of public, private and government legal experience to ACCEL Schools. Mr. Ryan previously served for 10 years as Senior Vice President and Deputy General Counsel of K12 Inc. where he managed critical legal initiatives and M&A transactions during the company's growth through IPO to \$900M in revenue. Prior to K12, Mr. Ryan served as General Counsel of Everest Software, Inc., a business management software company, as Deputy General Counsel at CareerBuilder, Inc., one of the largest online recruiting companies in the country, as Assistant General Counsel at Best Software, Inc., a leading accounting and human resources software company, and as a Branch Chief at the U.S. Securities and Exchange Commission. In 2008, he received the prestigious "In-House Counsel of the Year" award by the Association of Corporate Counsel – National Capital Region. Mr. Ryan earned a JD from American University, an MBA in Information Systems and Marketing from the Smith School of Business at the University of Maryland, College Park, and a BA in Political Science from Wake Forest University.

ALLISON CLEVELAND- EVP of Online Schools

Allison brings 18 years of experience in K-12 online education to ACCEL. Previously, Allison served as the EVP of School Management and Services at K12 Inc. (Stride), where she led the managed-schools division, overseeing the operations, academic, financials, and compliance for 75+ online schools (including Ohio Virtual Academy) with 110,000+ full-time students. Prior to K12, Allison worked at Andersen Consulting (now Accenture) and Bain & Company. Allison has a MA in Education and MBA from Stanford University, and a BS in Biomedical and Electrical Engineering from Duke University.

Virtual School Academics

Shannon McElwain, Vice President of Virtual School Operations- Shannon has served the charter school community for over 16 years. She served as a Teacher, Primary Grades Student Services Coordinator, Elementary Assistant Principal, Middle School Principal, and eventually Upper School Principal (Grades 6-12) in a long-standing and successful brick-and-mortar charter school in Pennsylvania. Interested in expanding her experiences, Shannon joined K12 Inc. (Stride) and served as the Director of Academics for an online school with over 10,000 students and 800 staff members. In this role, she

supervised all grade band Principals and Directors of Special Education, as well as the Rtl team, the Professional Development team, and the Principal of Guidance Counseling. She later led their national Instructional Coaching initiative serving teachers in over 40 online schools across the United States, including in the state of Ohio (Ohio Virtual Academy). In her current role with ACCEL Schools, Shannon serves as Senior Director of Online School Operations supporting multiple online schools including OHDELA (Alternative Education Academy) with policy creation, process/workflow design, academic oversight, operational oversight, and school launch support.

Nichole Husa, Director of Online Learning Curriculum- Nichole is an administrator with 19 years of experience in education. Prior to serving ACCEL Schools as the Director of Online Learning Curriculum, she managed Personalized Learning, technology and curriculum for a network of 5 charter schools in Detroit. She has experience with school turnarounds, specializing in developing teachers and leaders, designing tailored workshops, and developing tools that help teachers implement a differentiated and blended model into their classrooms. Nichole has grown teachers and guided their movement through a development continuum and engaged all stakeholders in the school improvement process. In addition to Nichole's work with human capital, she has maintained technology systems and iterated educational design models. At ACCEL, Nichole supports the design and implementation of all curricular tools, including online courses and supplemental digital resources. This includes supporting OHDELA with curricular and assessment tools.

Stephanie Dunbar, Director of Online Learning Platforms- Stephanie has served in a wide spectrum of leadership roles in online and blended learning for over the last 15 years. She has experience in the roles of lead teacher, online program developer, program manager, and VP for county online schools, state Department of Education online programs, and EMO led virtual charter schools. In her current role, Stephanie supports the ACCEL partner schools including OHDELA with instructional strategies using the various technology resources available. Stephanie holds a bachelor's degree from Bard College and a Master of Arts in Teaching from Emory University.

Careen Lomago- Director of Special Education, Virtual Schools- Careen has been working in the field of special education for 19 years in various roles including as a learning support teacher in brick/mortar and online schools. She served as the Director of Special Education for a large cyber charter in Pennsylvania for several years. She joined K12 Inc. and served as the Northern Region Special Programs Manager, supporting special education programming at various virtual schools in Iowa, Michigan, Ohio, Illinois and Indiana. Her responsibilities included oversight of all special education staff, programming, and compliance. In her current role, Careen supports school level administrators, including OHDELA's Special Education Manager and team, in developing special education processes and procedures to ensure appropriate programming and compliance.

Teren Jackson- Sr. Director of CTE & Student Development, Virtual Schools- Teren has worked in the field of children services and student support programming for 17 years in various roles. She served as an Engagement Administrator managing integrated supports for students at a large cyber charter school in Georgia. She later took on the role of Program Director at an education management organization where she led the creative design and implementation of national student support services for 50+ online schools across the nation, including in Ohio. Teren has also worked in the Career Readiness Education field for online schools overseeing the growth and performance for a network of online career academies across the U.S., including supporting Ohio Virtual Academy with their career readiness program. In that role, she led the local business and college partnership development strategy implementing work-based learning across all programs. Teren is a certified National Dropout Specialist and has provided advocacy, training, and therapeutic support services to at-risk children and families in various school settings. In her current role, Teren leads the planning, development, and implementation of a comprehensive CTE program for students in ACCEL schools, including in Ohio.

Matt Arkin- SVP Innovative Schools- Matt brings 16 years of experience in K-12 education and youth development to Accel Schools. Previously Matt was National Vice President, Youth Development Operations at Boys & Girls Clubs of America, where he oversaw BGCA's Virtual Club Experience, Digital Youth Engagement, Product Management, Grant Management, Evaluations and Insights, and Workforce Readiness functions supporting 4,700+ Clubs serving 4MM+ youth across the country. He also served as Vice President of Student and School Success at K12, where he led organization-wide efforts to increase student engagement and decrease student mobility across K12's more than 70 public schools and 110K students, including Ohio Virtual Academy. Prior to that, Matt was the founding Head of School for Georgia Cyber Academy, Georgia's first online charter school, which he grew to serve ~15K students with a team of over 600 teachers and staff. Matt has a MA in Education and MBA from Stanford University, and a BS in Computer Science from Georgia Tech.

Finance

Michael Smith, Vice President of Financial Planning and Analysis-Michael brings 20 years of experience in corporate finance working in both the private and not-for-profit sectors and spent 8 of those years in education. Michael has a strong knowledge of Software-as-a-Service and Platform business models and leads the Finance team with a focus on budget preparation, financial planning, school analytics, decision support, financial reporting, project management, accounting operations, and developing strong relationships with school leadership and Board of Directors. He holds a B.S., in Finance with a Global Business Concentration from the Pamplin College of Business at Virginia Polytechnic Institute and State University.

Stephen Narcisse, Director of Virtual School Finance-Stephen has almost 25 years of experience in Finance across a variety of industries, including seven years in virtual education. Stephen leads the Virtual School Finance team, including supporting Accel's Ohio partner school OHDELA, with a focus on budget preparation, financial planning, school analytics, decision support, financial reporting, and supporting new virtual school opportunities. He holds a BBA, Finance from James Madison University, and an MBA from the Kogod School of Business at American University.

Grants, State Reporting, and Compliance

Shannon Slutman, Ph.D., VP of Grants, Development and Compliance- Dr. Slutman has 25 years of experience in education with five years as a school counselor and 20 years working with charter schools. She has supported new schools in the application and management of state and federal grants. In addition, she has worked closely with the ACCEL leadership to develop new charter schools and support their launch. In her current role, Shannon's team is responsible for maintaining school compliance and student reporting, including supporting 69 Ohio schools. Dr. Slutman has an M. Ed. in School Counseling and a Ph.D. in Individual and Family Studies from the University of Delaware.

Diane Smith – Director of State Reporting – Diane is a seasoned state reporting professional with over 30 years of serving public school districts and charter school management companies. She has also worked for a state Information Technology Center supporting student services, gradebook, and special education software support. In her current role, she manages a talented team overseeing all of the school state reporting for ACCEL Schools.

Virtual School Marketing

OPERATOR LIST OF ASSOCIATED SCHOOLS

<u>SCHOOL NAME</u>	<u>IRN</u>	<u>YEARS MANAGED</u>
Ohio Schools		
Akron Preparatory School	013524	2017 - 2023
Bridges Community Academy dba Bridges Preparatory Academy	000311	2021 - 2023
Broadway Academy	012684	2015 - 2023
Canton College Preparatory School	013255	2017 - 2023
Capital Collegiate Preparatory Academy	017573	2019 - 2023
Case Preparatory Academy	019221	2019 - 2023
Central Point Preparatory Academy	019199	2020 - 2023
Cleveland Arts and Social Sciences Academy	007995	2015 - 2023
Cleveland College Preparatory School	012010	2016 - 2023
Cleveland Preparatory Academy	013199	2016 - 2023
Columbus Arts & Technology Academy	000557	2015 - 2023
Columbus Bilingual Academy - North	011468	2016 - 2023
Columbus Humanities, Arts and Technology Academy	000553	2015 - 2023
Cornerstone Academy Community School	133439	2015 - 2023
Constellation Schools: Eastside Arts Academy	012671	2021 - 2023
Constellation Schools: Elyria Community	132969	2021 - 2023
Constellation Schools: Lorain Community Elementary	132951	2021 - 2023
Constellation Schools: Lorain Community Middle	000320	2021 - 2023
Constellation Schools: Madison Community Elementary	000319	2021 - 2023
Constellation Schools: Old Brooklyn Community Elementary	134098	2021 - 2023
Constellation Schools: Old Brooklyn Community Middle	000321	2021 - 2023
Constellation Schools: Parma Community	133256	2021 - 2023
Constellation Schools: Puritas Community Elementary	143479	2021 - 2023
Constellation Schools: Puritas Community Middle	000534	2021 - 2023
Constellation Schools: Stockyard Community Elementary	143487	2021 - 2023
Constellation Schools: Stockyard Community Middle	012025	2021 - 2023
Constellation Schools: Westpark Community Elementary	132993	2021 - 2023
Constellation Schools: Westpark Community Middle	000316	2021 - 2023
Constellation Schools: Westside Community School of the Arts	009149	2021 - 2023
East Academy	014187	2015 - 2023
Eastern Panhandle Preparatory Academy		2022 - 2023
Eastland Preparatory Academy	014090	2016 - 2023
Euclid Preparatory School	015712	2016 - 2023
Foundation Academy	009192	2015 - 2023
Hope Academy Northcoast	142968	2015 - 2023
Hope Academy Northwest Campus	000575	2015 - 2023
Lake Erie College Preparatory School	013132	2017 - 2023
Lincoln Park Academy	014065	2015 - 2023
Lorain Bilingual Preparatory Academy	017270	2018 - 2023
Lorain Preparatory Academy	008000	2015 - 2023
Lorain Preparatory High School		2022 - 2023
Marion Preparatory Academy	017585	2019 - 2020
Monroe Preparatory Academy	008064	2015 - 2023
Montgomery Preparatory Academy	017259	2018 - 2023
Mount Auburn Preparatory Academy	017274	2018 - 2023
Niles Preparatory Academy	019478	2021 - 2023
North Columbus Preparatory Academy	017538	2019 - 2020
Northeast Ohio College Preparatory School	011923	2017 - 2023
Dublin Preparatory Academy dba Northside Preparatory Academy	019227	2019 - 2023
Ohio College Preparatory School	013253	2017 - 2023
Huber Heights Preparatory Academy dba Parma Academy	017535	2019 - 2023
Riverside Academy	133678	2015 - 2023
Sheffield Academy	020092	2022 - 2023
Solon Academy	020076	2022 - 2023

South Columbus Preparatory Academy at German Village	016829	2017 - 2023
South Columbus Preparatory Academy at Southfield	019200	2016 - 2023
STEAM Academy of Warren	012644	2015 - 2023
STEAM Academy of Warrensville Heights	013147	2015 - 2023
Strongsville Academy	020189	2022 - 2023
Kenmore Preparatory Academy dba Toledo Preparatory Academy	000951	2019 - 2023
University of Cleveland Preparatory School	012541	2017 - 2023
West Park Academy	014189	2015 - 2023
Western Toledo Preparatory Academy	019511	2021 - 2022
Westlake Academy	020077	2022 - 2023
East Branch Preparatory Academy dba Wright Preparatory Academy	015713	2017 - 2023
Youngstown Academy of Excellence	007984	2015 - 2023
Gateway Online Academy of Ohio	020078	2022 - 2023
George V. Voinovich High School	012042	2020 - 2023
Alternative Education Academy (OHDELA)	143396	2018 - 2023
Non Ohio Brick & Mortar Schools		
Banning Lewis Preparatory Academy (Colorado)		
Banning Lewis Ranch Academy (Colorado)		
Barber Preparatory Academy (Michigan)		
Inkster Preparatory Academy (Michigan)		
Saginaw Academy of Excellence (Michigan)		
Non-Ohio Virtual Schools		
Academy with Community Partners Online (Arizona)		
Virtual Preparatory Academy of Lucerne (California)		
Virtual Preparatory Academy of Florida		
Illionois Virtual and Schools Academy		
Virtual Preparatory Academy of Indiana at Madison-Grant		
Michigan Online School		
Virtual Preparatory Academy of Washington		
Virtual Preparatory Academy of West Virginia		

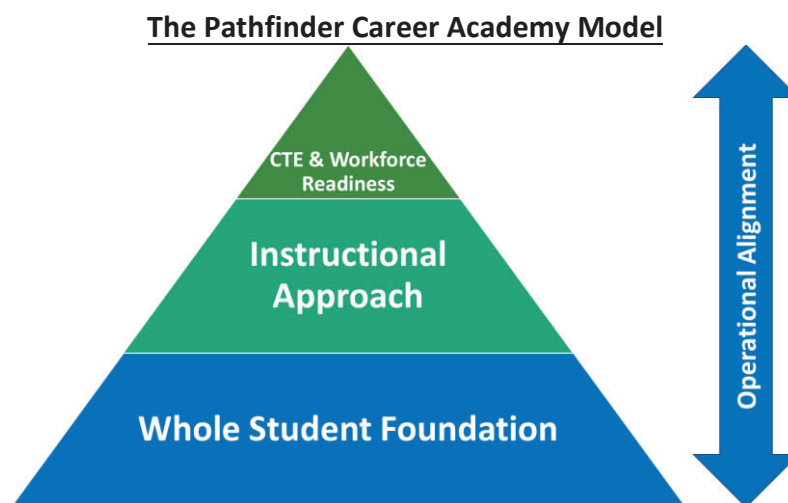
MARKET RESEARCH INFORMATION ATTACHMENT

Attachment 10 – School Description – Pathfinder Career Academy of Ohio

Who PCA will Serve: Pathfinder Career Academy (PCA) will serve students in grades 6-12 statewide across Ohio, with a central location for school administration in the Cleveland metro area.

Why Ohio would benefit from PCA: While there are a number of eSchools across Ohio that serve students, none currently exist that have a primary focus on career development and preparation. With this narrow focus, PCA will be able to attract a different set of industry and community partners than existing eSchools and will accordingly open a wealth of new opportunities to students in a variety of communities across Ohio. In addition, the smaller size of PCA and focus on grades 6-12 will allow the school to be nimbler and more quickly adapt to offer new and/or different pathways and partnerships to students as the needs and opportunities of the Ohio business community evolves over time.

The PCA School Model is built based on the science of learning & development, leveraging best practices from leaders in CTE, school innovation, and youth development. Using



The foundation of the PCA model is a **Whole Student** approach, centered on three pillars focusing on building the school community and ensuring PCA students are ready to learn:

- **Advisory**¹: The foundation of PCA's Whole Student approach, Advisory is an opportunity for PCA students to develop strong relationships in a small group with PCA staff and each other while building career and life skills. PCA's Advisory Model features:
 - Students looped together with advisors across multiple years
 - A focus on consistency, coherence, and building positive developmental relationships
- **Shared Values & Norms**: Shared values and norms across students and staff will be a core part of centering a sense of purpose, creating an aspirational culture, and providing a safe & supportive environment for all members of the PCA community.
 - Community-centered, with a focus on activating & building student networks
 - Partnering with students & parents in decision making

¹ <https://www.gettingsmart.com/2015/04/21/the-role-of-advisory-in-personalizing-the-secondary-experience/>

- **Tiered Whole Student Supports:** A tiered approach to providing student supports (detailed elsewhere in this application) is critical to ensure that students get the personalized support they need when they need it to overcome whatever obstacles and challenges are in their path. This will include:
 - Career Coaches, Career Counselors, and Social Workers trained in trauma-informed support to help provide individualized support to students
 - A focus & dedicated curriculum on Life Skills & Social-Emotional Learning integrated with Advisory and academic classes

On top of this foundation is the PCA **Instructional Approach**, with three instructional pillars preparing PCA students to be academically successful:

Buck Institute's PBLWorks promotes a research-informed model for "Gold Standard PBL."

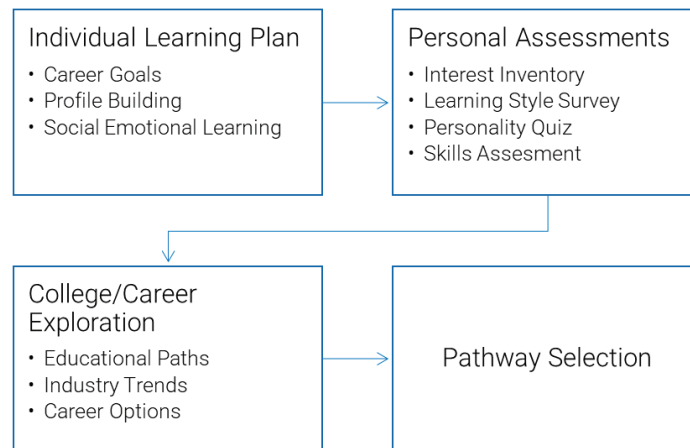


- **Project and Problem-Based Learning²:** Featuring projects built from intersection of learning standards and real-world challenges or opportunities (and built on PBLWorks research-informed model), Project Based Learning (PBL) produces successful learners who take greater agency in their own life, as well as their community.
 - Fosters collaboration and the development of life skills as part of daily education
 - Makes learning relevant to students
 - Includes cross-course interdisciplinary collaboration, with professional development provided by PBLWorks
- **Driven by Equity:** Helping at-risk students achieve their full potential requires an individualized academic approach, including additional supports to overcome obstacles and/or challenges those students have or continue to face.

² <https://hqpbl.org/wp-content/uploads/2018/03/FrameworkforHQPBL.pdf>

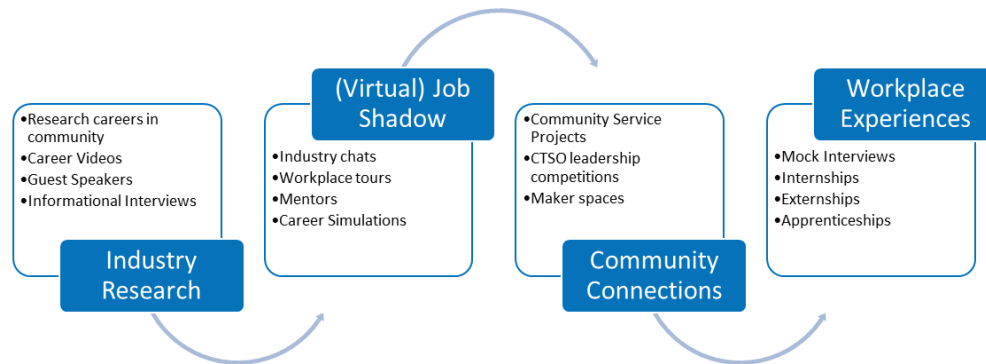
- Personalized Learning Paths & Plans with multiple crediting opportunities, utilizing Ohio’s Credit Flex options to make the high school experience meaningful and relevant to student
- High-quality tutoring & mentoring, integrated both during the school day and availability after hours when students need support
- Mastery & equity-based grading³, setting students up for success and preventing unintentional negative impacts on student motivation.
- **The “ACCEL Core”:** ACCEL Schools has a proven track record of academic success in Ohio, and PCA will utilize these proven best practices at the core of our academic approach.
 - Individualized & Differentiated Instruction, driven by data and short-cycle assessments
 - Rich & Rigorous best-in-class courses and tasks, including CTE Curriculum from eDynamic
 - Extended learning opportunities, especially in core content areas like Math and ELA

Finally, at the top of the pyramid are the PCA **CTE & Workforce Readiness** pillars that set all PCA students up for success in life:



- **Career Development:** A core part of the Advisory experience, PCA’s Career Development approach will foster excitement and possibilities through career exploration – helping students connect skills, interests, and abilities to career opportunities
 - Program courses aligned in career goals with opportunities in high-skill and in-demand fields
 - Preparation for life skills necessary to be successful in the workplace regardless of profession
 - Regular opportunities for individual career planning discussions and activities, building & using student social capital

³ <https://www.gse.harvard.edu/news/ed/19/05/grade-expectations>



- Industry-Specific Preparation and Work-Based Learning:** Bridging the gap between high school and high-demand, high skill careers, PCA's work-based learning approach builds on classroom instruction to cultivate employability skills that prepare students for success in post-secondary education and future careers
 - Regular opportunities for career awareness, career exploration, and career preparation through work-based learning & Internships
 - Appropriate Career & Student Technical Organizations (CTSO) chapters established based on pathway alignment
 - Course work and pathways culminate in credentials and certifications of value in key Ohio industries.
- Partnerships:** Connecting industry, higher education, and community partners, the foundation for PCA's model includes integrated, seamless partnerships opening opportunities for PCA students and the school community.
 - School based CTE advisory council featuring key industry partners assembled to give advice and support to school leadership and students
 - Partnerships with business and universities to support dual credit/concurrent enrollment and application of skills learned in pathways
 - Partnerships with community organizations to provide additional opportunities for students to build skills and contribute to the community

Expectations of academic performance, including academic achievement status or proficiency, academic growth, post-secondary readiness, and expectations for mission-specific performance measures:

- PCA students will achieve proficiency levels at or above the average of all state-wide eSchools in each subject and grade
- PCA will achieve a "C" or above school grade for each year of our charter
- 100% of students will participate in Project-based-learning in a minimum of 2 core subjects each year
- PCA will achieve a graduation rate at or above the state average and/or the average of all statewide eSchools
- At least 50% of PCA graduates will compete a Career Pathway prior to graduation

Expectations of any non-academic school or student goals to which school will hold itself accountable:

- **Partnerships:** PCA will establish relevant industry, higher education, and community organization partnerships established in all pathway areas that PCA offers.
- **Work-based learning:** Every student that graduates PCA will have a work-based learning experience prior to graduation

How the PCA Plan Aligns with the National Standards for Quality Online Learning:

ACCEL's core instructional model for online schools has been developed in tight alignment with the National Standards for Quality Online Learning from the Virtual Learning Leadership Alliance (VLLA), Quality Matters (QM), and the Digital Learning Collaborative (DLC). In addition, PCA will use best-in-class curriculum and courses, aligned to Ohio's Learning Standards, and the AMP system that has been designed for students and families to easily navigate in accordance with the standards. Professional Development for teachers and PCA leadership will also be provided by ACCEL and also aligned with the NSQOL standards (previously iNACOL standards)-more detail provided as part of the overall application.

EDUCATION PLAN ATTACHMENT

School Name:	Pathfinder Career Academy of Ohio	Date:	January 10, 2023
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6.3a Mission, Vision, Philosophy

The mission should answer the question *why do we exist?* The vision should answer the question *what do we hope to become?* Likewise, a school's philosophy should answer the question *what do we value and believe about educating students?*

Mission	6.3a	1) MISSION (Why do we exist?): State the school's clear, <i>concise</i>, and compelling mission statement that describes its specific intent/purpose. Specifically address how online learning will be the focus of the school.
The mission of Pathfinder Career Academy is to provide learner-centered, individualized pathways to success for Ohio students, connecting them to their community and partners around the state, preparing them for career success, and enabling them to fulfill their promise.		
Vision	6.3a	2) VISION (What we hope to become?): State the school's clear, <i>concise</i>, and compelling vision statement that describes the anticipated operation, function and success of the school over time.
PCA's vision is to provide every student in Ohio access to a learner-centered, world-class, career-focused education that gives them the opportunity to graduate with real-world experience, a credential, and/or a degree and sets them on a path to life-long success.		
Philosophy	6.3a	3) PHILOSOPHY (What do we value and believe about educating students?) State the school's clear, <i>concise</i>, and compelling philosophy that describes the values and beliefs by which the school will operate.
Pathfinder Career Academy (PCA) is a student-centered organization dedicated to helping ALL students succeed and find their path to a successful career and future. At PCA, we believe that it takes a holistic approach to put students on the path to lifelong success, and our philosophy and school model embody that approach. PCA's "North Star" is our Portrait of a PCA Graduate, which outlines the competencies that PCA focuses on instilling in PCA students throughout their school experience:		

The Portrait of a Pathfinder Career Academy Graduate



Developed in collaboration with experienced school leaders, teachers, parents, and other stakeholders, we expect this portrait to continue to evolve as PCA students, teachers, and community partners collaborate to co-develop, add to, and refine these competencies.

In addition to the Portrait of a PCA Graduate, PCA's Core Principles are the foundation of our school model and philosophy:

- Our students are the most important people at our school, and we believe that every student can succeed and find their path to a successful career and future.
- We build and refine our approach to the science of learning and development, leveraging best practices from proven successes in Career Tech, school innovation, and youth development.
- We believe that relationships are at the core of student success, and prioritize them through a strong mentoring program, a comprehensive Advisory approach, and meaningful family engagement
- We are driven by equity, and we make learning meaningful and relevant to students through personalized learning paths, Credit Flex enabled approaches, and mastery & equity-based grading.
- We center Career Development throughout the school experience, helping students connect skills, interests, and abilities to career opportunities while helping students understand how they fit into the bigger world.
- We use best-in-class curriculum and tools with proven results to set students up for success and drive academic performance.

- We believe that Project and Problem Based Learning produces successful learners who take greater agency in their own life, as well as their community
- We believe the foundation of a successful model includes integrated, seamless partnerships with industry, higher education, and community partners across Ohio, opening opportunities for students during their PCA journey and beyond.
- We believe a safe, positive, and caring environment is critical to student success
- We use data to inform our decisions and measure our success

6.3a

4) Describe how the State of Ohio benefits from an additional internet or computer-based community school.

While there are a number of internet community schools across Ohio that serve students, none currently exist that have a primary focus on career development and preparation. With this narrow focus, PCA will be able to attract a different set of industry and community partners than existing eSchools and will accordingly open a wealth of new opportunities to students in a variety of communities across Ohio. In addition, the smaller size of PCA and focus on grades 6-12 will allow the school to be nimbler and more quickly adapt to offer new and/or different pathways and partnerships to students as the needs and opportunities of the Ohio business community evolves over time.

All students have different needs, learn at various rates, and have different learning styles. No one educational program is appropriate for all students. Therefore, students will have a broad experience of activities that engage them in media-rich content, direct instruction, project-based learning, and interest-driven and talent-driven opportunities with a healthy mind and body emphasis. Students will learn from their teachers, peers, and community partners. This broad-based approach to learning will be an exciting and valuable experience creating lifelong 21st-century learners as well as competent 21st-century citizens. Students will learn and grow with the guidance of Highly Qualified Teachers, Success Coaches, and Intervention Specialists. The school will provide a safe and nurturing environment, placing a premium on self-discipline, individuality, and responsibility. The dedicated staff will work in small groups and one-on-one with students, addressing not only their learning issues but also their life situations that have prevented success in traditional schools.

The school is built on a strong foundation of high expectations for academic achievement for all students. A standards-based curriculum that teaches students skills for college and career readiness is fundamental to the teaching and learning program implemented at the school. Teachers will receive ongoing professional development in unpacking learning standards so that students develop the skills necessary to successfully advance from one grade level to the next. The curriculum is built on the Ohio Learning Standards (OLS) for English Language Arts, mathematics, science, social studies, visual arts, and physical education.

The school will be designed for students who will thrive in a collaborative, nurturing, and self-paced environment and are willing to put forth the effort required to succeed. The school will have a holistic focus on each student and aim to address unique needs, both in and out of school. The school's Advisory and mentoring program will provide individualized support for each student and will help to foster strong working relationships with each one.

6.3b Curriculum

The primary function of a school is to provide for the education of students. The curriculum describes all planned learning of students and should describe the learning experiences through which a student will progress. Responses should address the following questions: *What are the learning goals for students at your school and what research support the curriculum choice and its effectiveness for the student population served?* Each of the items below should be addressed with strong evidence and detail.

Curriculum – Learning Standards

6.3b

- 1) Provide specific standards with detailed descriptions for all core and non-core content (physical education, music, art, technology, etc.), including social-emotional learning, addressed by school that will enable each student to acquire learning across all four learning domains: foundational knowledge and skills, well-rounded content, leadership & reasoning, and social-emotional learning.
- 2) Provide evidence the proposed curriculum is aligned to the International Association for K-12 Online Learning standards for all core and non-core content area standards. As link to the standards can be found here: <https://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/>

If the school will use Ohio's Learning Standards in all core and non-core content areas, please check the box. ☒

We will be using Ohio's Learning Standards in all core and non-core content areas, with additional elective choices offered.

Curriculum – Learning Standards: Social-Emotional Learning

According to the *Class of 2030 and Life-ready Learning* report from Microsoft, "While the class of 2030 will need deeper cognitive skills in priority areas such as creativity and problem-solving, social-emotional skills such as relationship building, self-awareness, and self-recognition will be increasingly important since they not only support academic learning but also promote well-being."

PCA will create a learning environment that delivers and supports the CASEL 5 core competencies - self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL will be delivered through a systematic approach that infuses the core competencies into every part of the student's online school experience, as well as when they are at home and in their community. Advisory will be used to deepen peer discussion and learning opportunities around these key competencies.

As part of the AMP package, staff and students will have access to resources to implement a robust SEL program. Both Newsela and Naviance platforms will be used to implement SEL at PCA. Both programs can be accessed directly in the student's Canvas learning management system.

Newsela

- This evidence-based collection is organized by the five CASEL SEL competencies: self-awareness, self-management, social awareness, relationship building, and responsible decision-making.
- SEL content is weaved into ELA and Social Studies curriculum with embedded resources.
- All content is published daily at 5 reading levels, so all students can access the same texts, and no one ever feels left out of a discussion.
- Up-to-date content helps explain and illustrate each SEL competency through timely, real-world stories that students can relate to.
- Flexible pathways and at-home supports are available to ensure the content works whether the instruction is in-person or remote, synchronous or asynchronous.

Naviance

- This College, Career, and Life Readiness Framework provides a blueprint to prepare middle and high school students for success after graduation.
- Practical toolset provided to help define, measure, and track success for college, career, and life readiness initiatives.
- Research-backed framework which outlines six competencies that students in grades 6-12 must achieve to become college, career, and life ready: Myself, My Success Skills, My Network, My College, and My Finances.
- Each competency outline's themes and objectives to further define success, as well as grade-specific activities to achieve each grade-level objective. The model provides guidance on key metrics to track related to each competency.

Curriculum - Model	6.3b	2) Does the school plan to use the Ohio Model Curriculum? <input type="checkbox"/> Yes, the school will utilize the Ohio Model Curriculum in all core and non-core content areas.
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☒ No, the school will utilize the curriculum model described below.

If “no” is marked, provide evidence of the school’s written curriculum including standards, assessments, differentiation strategies, etc. as an attachment (Attachment # _ Curriculum Model). Describe the research supporting the model.

While our school does not fully implement the Ohio Model Curricula, we do use it to supplement our existing curriculum. Our curriculum model consists of:

- Our school implements Ohio state standards across all grade levels and subject areas.
- We provide Ohio curriculum maps with standards alignment and pacing for our 6-12th grade core courses:

Sample high school course

StrongMind - English 9 General © 2021 Pansophic Learning Ltd. and its a						
Pacing	Semester	Unit	Unit Name	Lesson	Title	Ohio ID
Week 1	A	1	Hit the Ground Running	1	In the Beginning	OH.ELA-Literacy.RI.9-10.2a OH.ELA-Literacy.RI.9-10.5 OH.ELA-Literacy.RI.9-10.8 OH.ELA-Literacy.L.9-10.6
Week 1	A	1	Hit the Ground Running	2	The Value of Information	OH.ELA-Literacy.RL.9-10.2b OH.ELA-Literacy.RI.9-10.2b OH.ELA-Literacy.SL.9-10.1a OH.ELA-Literacy.SL.9-10.1b OH.ELA-Literacy.SL.9-10.1c OH.ELA-Literacy.SL.9-10.1d OH.ELA-Literacy.SL.9-10.6 OH.ELA-Literacy.L.9-10.4b OH.ELA-Literacy.L.9-10.6
Week 2	A	1	Hit the Ground Running	3	Sound Structures	OH.ELA-Literacy.RI.9-10.3 OH.ELA-Literacy.RI.9-10.9 OH.ELA-Literacy.W.9-10.10 OH.ELA-Literacy.L.9-10.6

Asynchronous Course Content

- We partner with best-in-class course providers to deliver engaging and accessible asynchronous course content. Our partners employ research-based techniques and best practices:
 - StrongMind
 - StrongMind is our 6-12 core provider, as well as select electives
 - Instructional design white paper: <https://www.strongmind.com/backward-design-whitepaper/>
 - Accelerate Education
 - Accelerate is our Credit Recovery provider, as well as select courses
 - National Standards of Quality documentation: https://s3-us-west-2.amazonaws.com/static.accelerate.education/National_Standards_Online_Courses_Alignments.pdf
 - eDynamic Learning
 - eDynamic is our CTE and electives provider
 - Research: eDynamic courses are designed by teachers and industry subject matter experts. The learning curriculum utilizes concepts that pertain specifically to the Gen Z generation. The three focused learning theories include behaviorists, constructivism, and cognitivism. Each course incorporates Bloom's Taxonomy to promote higher-order thinking skills within their lessons, activities, and assessments.
 - Florida Virtual (FLVS)
 - Florida Virtual provides select courses
 - FLVS courses are created to national standards, and include a wide range of diverse activities, providing an engaging and rigorous learning experience for different learning styles. With interactive games and quizzes, engaging video and audio clips, and practical written lessons and assessments, FLVS courses are thoughtfully designed to help students understand new concepts and master new skills.

Assessments

- Our assessment strategy is designed to provide a balanced system of metrics to gauge and improve student achievement. Our assessments employ research-based practices:
 - Renaissance Star Reading & Star Math Assessment
 - Given in 2 administrations: 1 pretest, 1 posttest per ODE guidelines
 - Administered to grades 9 and higher
 - Students who enroll after the fall testing window will test immediately upon entry into the program.
 - Growth is measured for students who are enrolled for at least 13 weeks. Students test again after 13 weeks of instruction.
 - iReady:

- The iReady Diagnostic is administered three times a year in ELA and Math to grades 6-12.
- Ohio Linking Study: <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-diagnostic-assessments-linking-study-overview-ohio-2020.pdf>
- Short-Cycle Assessments:
 - Short-cycle assessments are standards-based and align to our curriculum and pacing. SCAs are administered every 2-4 weeks, with a pretest, teaching and intervention, and posttest cycle.
 - Research: The Short Cycle Assessment process is a structure that uses data to determine student mastery, and to provide intervention on gaps in learning, by setting up assessments and teacher teams using short term cycle tests of student data. Developed from a review of state assessments, teachers provide a pre-assessment before teaching the standard, followed in 2 to 4 weeks with a post-assessment to measure the student learning of that standard. These short cycles are meant to last 2 to 4 weeks and are guided by the teacher and building teams to identify instructional strategies needed to intervene and provide further instruction for each individual student based on the data from each assessment.
 - Robert Dufour's PLC model provides a framework for using data to improve teaching and learning. The Short Cycle Assessments provide systematic, regular data that can be analyzed from a teacher level to improve instruction, to a district level to help identify gaps in curriculum DuFour, R. (2015). How PLCs do data right. *Educational Leadership*. 73(3), 26.
 - Marzano, (2003), *Using Data; Two Wrongs and a Right*. *Educational Leadership*, 60(5), 1-2
 - Carr, Chad R., "Columbus Preparatory Academy: A Case Study" (2017). *Morehead State Theses and Dissertations*. 117. https://scholarworks.moreheadstate.edu/msu_theses_dissertations/117.

Short Cycle Assessment Name	Standards Assessed	Standard Concept	Module/ Unit	Week Found in AMP Curriculum
SY21 SCA 9th Grade ELA Determine theme of a text and its development; summary of the text	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	1A, 2A, 6A, 1B, 6B	1, 2, 3, 4, 6, 16, 18, 19, 21, 34, 36
SY21 SCA 9th Grade ELA Meaning and impact of words and phrases used in the text	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone	4A, 6A, 1B, 3B, 5B, 6B	10, 12, 17, 18, 21, 27, 31, 33, 35, 36
SY21 SCA 9th Grade ELA Cite text evidence to support what the text says; draw inferences	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	3A, 4A, 6A, 1A	7, 8, 9, 11, 17, 18, 21
SY21 SCA 9th Grade ELA Analyze representation of a subject or scene in two different artistic mediums	RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment	5A, 6A, 6B	13, 15, 18, 36
SY21 SCA 9th Grade ELA How an author transforms source material in a specific work	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work	6A, 2B, 6B	18, 23, 24, 36
SY21 SCA 9th Grade ELA Point of view reflected in a work of literature from outside the United States	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	4A, 6A, 2B, 6B	11, 12, 17, 18, 24, 36
SY21 SCA 9th Grade ELA Analyze how complex characters develop over the course of a text	RL.9-10.3	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	2A, 4A, 6A, 1B, 2B, 6B	5, 6, 10, 18, 19, 21, 23, 24, 34, 36

○ Course Assessments:

- Accelerate Education
 - Credit Recovery: This program is designed to serve students seeking to recapture credit for courses previously taken. The credit recovery program allows students to follow an individualized path based on assessments and progress at their own pace. These individualized, self-paced, standards-based courses are intended to keep students on track for graduation.
- StrongMind
 - Checkpoints are short quizzes that are used to assess mastery of lesson objectives aligned to Ohio state standards.
 - Unit Exams are assessments used at the end of each unit. It is an exam that will assess mastery of unit objectives aligned to Ohio state standards.
 - Course Exams are the last lesson of the course and consist of questions that test students on the concepts and information learned in the course and are aligned to Ohio state standards.

- Research: StrongMind engages in meaningful research to better understand factors associated with student engagement and academic success. The StrongMind team leading these research efforts includes researchers with doctoral degrees in education measurement, data scientists who have published in the field of machine learning, and established thought leaders in user-experience research for courses. Findings from investigations assist to make impactful, data-driven decisions to guide the development of products and interactive tools that deliver effective educational experiences and improved academic outcomes.
- eDynamic
 - Formative/Summative Assessments: Courses include formative and summative assessments for students. Students have opportunities to “test their knowledge” before quizzes and check their understanding of content to guide them toward success. Courses contain auto-graded unit quizzes, midterm exams, and final exams.
 - Research: Edynamic courses are designed by teachers and industry subject matter experts. The learning curriculum utilizes concepts that pertain specifically to the Gen Z generation. The three focused learning theories include behaviorists, constructivism, and cognitivism. Each course incorporates Bloom’s Taxonomy to promote higher-order thinking skills within their lessons, activities, and assessments.

Differentiation Strategies

- We build differentiated intervention opportunities into our courses for teachers to leverage in small group and 1:1 instruction:
- Teachers have access to multiple points of data to triangulate where students’ needs or gaps in unfinished learning are evident. Data sources include:
 - iReady assessment, lessons passed and quiz passage percentage
 - Short Cycle assessment data
 - Quiz data from supplemental resources such as BrainPOP, IXL, Khan Academy, or Newsela
 - Quizzes or Unit tests from Curriculum resources
- eDynamic
 - Teachers are able to create small groups and change visibility of course content.
 - Students who are identified as having an IEP or a 504 are quickly identified within the course with a special icon next to their name allowing teachers the ability to adjust and accommodate appropriately.
 - Assessments within each course are able to be modified in a variety of ways to meet the needs of all students.
 - Retries or attempts
 - Time allowed for quiz
 - Number of questions
 - Calculator tool available
 - Printing of assessment
 - Electronic highlighted notes
 - Adding questions to assessment

- Randomizing question order
- StrongMind
 - Visual cues are placed throughout each lesson to help scaffold and organize learning.
 - Students may choose to listen to text being read aloud by selecting the “listen” button.
 - Teachers are able to adjust the scope and sequence of a course, add, and delete assignments.

Sample intervention module for high school

9th ELA						
Standard/Topic Screenscasts	I-Ready Finding Intervention Skills in I-Ready	IDL IDL Skills Tutorial	BrainPop BrainPOP Search Tutorial	Khan Academy How to Search in Khan Academy	Newsela Newsela Lexia/Search Tutorial	
Comprehension: Literature						
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2 Years Below Grade Level: Summarizing: Literary Text	2 Years Below Grade Level: Determine the themes of short stories (GG2)	Grade Band Activities: BrainPop Jr. Jackie Robinson Ruby Bridges Computer Programming BrainPop Theme	2 Years Below Grade Level: Living Tongues: reading poetry, Languages 7 Mysteries of the Past: reading realistic fiction, A View from the Walnut Tree 7	Lexia Level 2 years below: 1015-1109	
		1 Year Below Grade Level: Match the quotations with their themes (STM) Determine the themes of short stories (GJH)		1 Year Below Grade Level: Crossing the Line: reading realistic fiction, Whatever It Takes 8 Obscuring the truth: reading realistic fiction, The Open Window 8 Funny Business: reading drama, A Midsummer Night's Dream 8	Lexia Level 1 years below: 1110-1180	
	1 Year Below Grade Level: Analyzing the Development of Theme in Literature	On grade level: Match the quotations with their themes (SL5) Analyze short stories: set 1 (2SP) Analyze short stories: set 2 (3HND)	Reading a Newspaper Reading Skills	On and grade level: Social Psychology: reading creative fiction, The Fighting 9 The Apocalypse: reading post-apocalyptic fiction, The Scarlet Plague 9 The Apocalypse: reading science fiction, The Three Assassins, Tails 9	On grade level: 1181-1260	
		1 Year Above Grade Level: Analyze historical strategies in historical texts (w 4: search)			Lexia Level 1 year above: 1181-1260	

Curriculum - Pacing Guides	6.3b	3) Provide a detailed description of the development process for pacing guides used in your school that includes the deconstruction of standards.
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Pacing guide templates can be continually modified to take on a variety of forms to best serve instructional needs, but each document will include the week, semester, unit name, lesson number, title, and standard identification. When developing a pacing guide, teachers will collaborate within grade levels and subject areas and deconstruct standards into their individual components of action (what the learner will do) and content (what the learner will know). Once content and actions are deconstructed, teachers can categorize and create a chronological progression of related content. When vendors offer suggested pacing guides and scope and sequence documents with their curricular materials, these will be used in conjunction with teacher planning documents.

All 9-12 Core Content Courses will include a curriculum map showing pace and standard alignment. Typically, each unit will be about three weeks in length and in this pacing guide, teachers can see specifically which lessons in the core content they should be addressing each week. In most courses, teachers will be covering an average of two lessons per week with the last week having only one new lesson leaving room for review and the Unit Exam.

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Pacing	Semester	Unit	Unit Name	Lesson	Title	Ohio ID
Week 1	A	1	Hit the Ground Running	1	In the Beginning	OH.ELA-Literacy.RI.9-10.2a OH.ELA-Literacy.RI.9-10.5 OH.ELA-Literacy.RI.9-10.8 OH.ELA-Literacy.L.9-10.6
Week 1	A	1	Hit the Ground Running	2	The Value of Information	OH.ELA-Literacy.RL.9-10.2b OH.ELA-Literacy.RI.9-10.2b OH.ELA-Literacy.SL.9-10.1a OH.ELA-Literacy.SL.9-10.1b OH.ELA-Literacy.SL.9-10.1c OH.ELA-Literacy.SL.9-10.1d OH.ELA-Literacy.SL.9-10.6 OH.ELA-Literacy.L.9-10.4b OH.ELA-Literacy.L.9-10.6
Week 2	A	1	Hit the Ground Running	3	Sound Structures	OH.ELA-Literacy.RI.9-10.3 OH.ELA-Literacy.RI.9-10.9 OH.ELA-Literacy.W.9-10.10 OH.ELA-Literacy.L.9-10.6

**Curriculum – Lesson
Template**
6.3b
4) Explain what specific components are to be included in model lesson plan templates and rationale.

Lesson overview templates are often included as resources within online curricular vendor materials. When templates need to be created by teachers, the components to be included are teacher name, grade level, subject/unit, standards (with an essential understanding of what students will know and be able to do), duration, and materials/resources. The instructional planning portion will include the lesson element, objectives, student learning targets, differentiated instruction and applicable formative and summative assessments. These elements are based on best practices in lesson planning, Ohio's Quality Review Rubrics for Units and Lessons, and UDL principles.

Curriculum - Alignment with Ohio Learning Standards	6.3b	5) Provide evidence of alignment of the school's curriculum model to the Ohio Learning Standards, the Ohio Strategic Plan for Education: 2019-2024, and the mission, vision, and philosophy of the school.
<p>The alignment of the school's curriculum model to the Ohio Learning Standards (OLS) is embedded in the ODE Model Curriculum for ELA, Mathematics, Social Studies, Science, and Fine Arts, and Ohio Association of Health, Physical Education, Recreation, and Dance (OHPERD) standards for PE. The school intends to support the Model Curriculum by creating pacing guides for each area and/or utilizing pacing guides provided from the curricular resources. To create these pacing guides, we will/have a comprehensive review of all Ohio Learning Standards, unpacked each standard (including content and vocabulary), included guiding questions for modeling and check for understanding, identified mastery for each standard, and considered time for re-teaching if mastery is not met. The pacing guides will continually be reviewed and adjusted based on student achievement. The principal will continually work to review the updated Model Curriculum documents, pacing guides, and curricular resources to ensure alignment with the OLS. By utilizing the ODE standards-based model curriculum, pacing guides, academic framework, and curricular resources, our teachers will be able to provide high-quality instruction that will allow our mission to thrive.</p> <p>Our vision is to become a school that provides highly qualified, high school and college-ready students. The school's curriculum model embraces standards-based instruction in such a way that allows for research-based resources to be used within a framework of best practices fostering engagement to produce students who are considered highly qualified applicants for high school and college.</p> <p>The alignment in the school's curriculum model and philosophy is rooted in its structure of focus on closing the achievement gap, providing an avenue for proficiency in students. Our school's philosophy is that all students can reach proficiency and beyond when given the appropriate academic structure and support. Research shows that students who do not attain grade-level proficiencies in math and reading by the eighth grade are much less likely to be college-ready at the end of high school. The school's curriculum model places its focus on evidence-based best practices that have been proven to close the achievement gap and move students to proficiency.</p> <p>Alignment documents are found at the end of this document.</p>		
Curriculum - Literacy Skills	6.3b	6) Describe how the school will develop literacy skills across all ages, grades, and subjects, as well as build the capacity for effective literacy instruction (i.e. search ODE <u>Ohio's Plan to Raise Literacy Achievement Birth-12, January 2018</u>).
<p>The Academy has chosen to adopt ACCEL School's extensive Literacy Plan which has been attached for reference. The ACCEL Schools Literacy Plan articulates the components of literacy instruction and the research base for each. All components are grounded in relevant literacy research and include evidence-based strategies. Stakeholders are expected to internalize and operationalize this plan to meet the needs of their respective schools</p>		

and communities. The components of the ACCEL Schools Literacy Plan guide the work of school teams in meeting the literacy needs of all students, including those students who are second language learners and those who have cognitive challenges. While strategies specific to meeting the diverse needs of our students are not specifically noted in this plan, there is an expectation that Special Education team members and those who support English language learners devise supports to engage these students in the same components of the literacy plan using strategies that are specific to the needs of those students.

Key stakeholders include the school community, the governing Board of the school, sponsors and authorizers, families, students, school staff, building leadership teams, and ACCEL Schools leadership members. Each of these stakeholders plays a different role in the support and execution of this plan. With support from the ACCEL Schools leadership and building level teams, it is expected that each stakeholder internalizes this Literacy Plan and its aspects at a level that is appropriate for their role in the execution, monitoring, and assessment of the plan. With each stakeholder's support, over time students who attend an ACCEL School consistently will reach their full reading potential.

A full plan is included at the end of this document.

Curriculum – Future Success

6.3b

7) Describe how the school will identify and support students' future success (i.e. focus on career, project-based learning, expanding work-based learning, career-tech/industry credentials, job shadowing and expanding pathways to graduation).

Upon enrollment, each student's prior performance results will be obtained from their prior schools; data from ongoing assessments, annual tests, pre- and post-testing, and the other forms of assessment will be logged in the student's individual file and will be utilized to develop the student's Graduation Success Plan (GSP). This plan will be further developed into a roadmap for graduation and career success. Students are offered a rigorous program of academic fundamentals coupled with credit recovery courses that allow students to recapture credits for courses previously taken. These individualized, self-paced, mastery and standards-based courses will keep students on track at their own pace for graduation.

Upon enrollment, each student will be assigned a Success Coach (SC). In collaboration with a certified Guidance Counselor, the SC will review the newly created GSP, meet with the student to discuss goals, and formulate a strategic plan to meet those goals for graduation and beyond. The role of the SC is to continuously monitor student progress as a whole and provide the structure, motivation, and pacing needed for the student to meet the goals of the GSP.

All students will be provided with resources and support to help them establish and meet their goals for after high school. Students may of course pursue any of the three pathways based on graduating class, and beginning with the class of 2021, students will receive guidance in their endeavors to fulfill the permanent graduation requirements including demonstrating competency and career readiness, and will be supported in each.

Curriculum – Future Success

PCA will take an integrated and inclusive approach to student learning that is designed to close the skills, interests, and equity gaps in this evolving, global society. The following components will be delivered in each student's educational program to identify and support their path for future success.

Project Based Learning

Project Based Learning (PBL) will be implemented within the instructional model in order to foster collaboration and the development of life skills as part of the student's daily education. Projects will be developed as authentic challenges and exist across content areas through an interdisciplinary approach.

Within the virtual PBL model, students will develop and practice professional skills necessary to be successful in the workplace, such as communication, collaboration, problem-solving, and time management in the same context in which they are learning academic content and skills. Through relevant and authentic challenges, students will shift their goal from completing work to get an optimal grade to achieving goals that are personally meaningful and purposeful.

PCA's PBL model will produce successful learners who take greater agency in their own life, as well as their community. With much of the modern workplace shifting to virtual spaces, this instructional model is designed to provide the best examples of real-life career experiences.

Professional Skills

Preparation for soft skills necessary to be successful in the workplace regardless of the profession will be threaded throughout the educational program at PCA. This includes interpersonal skills, communication skills, creative thinking, time-management, and empathy. Activities will be provided for all students to increase employability skills and support next-step planning.

Career Development

Students and parents will have regular opportunities for individual career-planning discussions and activities. Each student will have an individualized college and career readiness plan initiated with ongoing updates and activities each year. This plan will include interest and skills assessments, student interests and abilities, career goals, cluster/pathway opportunities, and training/education requirements. Counselors will teach college and career awareness and exploration lessons, in collaboration with the classroom teacher, as outlined by the ODE Career Tech Program.

Career Pathway Courses

In addition to general education courses, career and technical education courses will be offered and aligned in career goals with opportunities in high-skill and in-demand fields. Students will be introduced to CTE options and enrolled in applicable career exploratory courses depending on their grade level. The assigned career counselor will collaborate with CTE teachers to increase understanding of the connection between pathways and entry to careers to best guide students during the planning process.

The school will offer several pathways aligned with Ohio's approved programs of study. The school's eDynamic coursework is aligned to 14 national Career Clusters. Initial pathways for grades 9-12 will be offered from the Business Administration, Visual Arts, IT, and Health Science clusters, with the goal of opening additional pathways each year. The specific pathways established will be informed by input from the Advisory Council, the industry needs of the region, as well as the interests and the location of students in the program.

Within their CTE coursework, students will investigate professions of interest, and hear from real professionals in a variety of careers. In career courses, activities can include opportunities to explore career information and evaluate embedded soft skills to help students become aware of the skills they will need for the job.

Industry Credentials

All course work and pathways will culminate in opportunities for students to gain industry recognized credentials and certifications of value. The following certification exams are aligned to the clusters that will be offered (including, but not limited to):

- Business Administration: Microsoft Office Specialist (Word, Excel, PowerPoint, Outlook), Intuit QuickBooks Certified User, Entrepreneurship and Small Business Certificate, CPR First Aid, Adobe Certified Professional
- Visual Arts: Adobe Certified Professional, Unity Certified User Certification,
- Information Technology (IT): IT Specialist, IC3 Digital Literacy, Microsoft Office Specialist (Word, Excel, PowerPoint, Outlook), CIW Web Design Specialist, CompTIA A+, CompTIA IT Fundamentals (ITF+), CompTIA Network+, CompTIA Security+, Adobe Certified Professional
- Health Science: CPR First Aid, American Health Information Management Association (AHIMA) - Certified Coding Specialist (CCS), American Medical Certification Association (AMCA) - Clinical Medical Assistant Certification, American Medical Certification Association (AMCA) - Patient Care Technician Certification, Certified Clinical Medical Assistant - National Health Career Association

Career & Technical Student Organization

PCA will offer Career & Technical Student Organization (CTSO) as an extracurricular opportunity for students to further their knowledge and skills in a particular pathway by participating in activities, events, and competitions. The following CTSO chapters will be established based on cluster and pathway alignment.

- Business Administration - BPA or DECA
- Visual Arts - SkillsUSA
- Information Technology (IT) – BPA or SkillsUSA
- Health Science – HOSA or SkillsUSA
-

The CTSO charter(s) will be established with a student leadership team and a calendar of work outline for the school year. Students will have an opportunity to participate in local and state events.

Work Based Learning

CTE Pathway exploration activities will be provided for all students during each grade level to assure CTE Pathway completers and concentrators within the program. Students will participate in structured age-appropriate career related education that offers a variety of activities with at least 2 online events per semester and 1 face-to-face regional event that allow students to apply academic and technical skills.

The continuum of activities begins with career awareness and exploration and culminates with career preparation and workplace experiences in grades 6-12.

- 6-8 Career Exploration - Students will investigate the world of work and relate careers to individual interest, skills, and abilities. They will choose personal electives and extra-curricular activities based on these interests and strengths. Career exploration activities will include industry research, career projects, community service projects, and mock interviews.
- 6-12 Career Preparation – Students will develop a career portfolio to gather and manage career-related information and goals. They will have the opportunity to apply essential workplace skills through internships, externships, co-ops, etc. Career preparation activities will include technical skills development, CTSO competitive events, industry certifications, internships/externships, and workplace experience.

6.3c Instructional Delivery Methods and Resources/Materials











Instructional methods and resources are the ways and tools used to deliver the curriculum. *What strategies or techniques will be used to engage students in learning? What instructional resources and materials will the teachers and students be using, including technology? With strong evidence and great detail, each of the following items should be addressed.*

Instructional Delivery Methods	6.3c	1) Explain in detail the <u>primary</u>, evidence-based instructional delivery methods, strategies, and/or techniques (i.e. high yield instructional practices, project-based learning, computer-based, etc.) that will be used to provide daily instruction in your school to support success for all students.
<p>The school will utilize a full learning ecosystem called AMP (ACCEL Management Platform for Education). Within AMP, asynchronous and live instruction occur within the student's LMS course dashboard. Student dashboards contain a course card for each course. Within each course card students access live instruction via embedded links to a secure web conferencing tool. Web conferencing is used for one-on-one, small group, and whole group sessions between teacher and students as well as for collaboration among students. The web conferencing platform provides students and teachers with access to a virtual whiteboard, chat functionality, and microphone and webcam functionality to promote collaboration. Additionally, share screen features are controlled by the teacher, and shared documents can be edited simultaneously. Within these meetings, teachers can create "breakout" rooms where collaborative groups can meet to discuss a project or work on content.</p> <p>The student-centered instructional method used puts students' needs at the forefront of the instructional design, allowing for them to take charge and be wholly involved in each aspect of their learning. Students can progress through their lessons at different paces based on their rate of mastery, yet the school has grading and progress expectations that all students must meet for each term. In the virtual setting, the benefit rests within the flexibility and fluidity for each student's schedule. The daily experience of a student includes scheduled live instructional sessions, scheduled small group targeted sessions, 24/7 access to asynchronous course work and supplemental curriculum resources aligned to state standards. The next component is creating a</p>		

level of instruction that offers a truly personalized learning (PL) experience, which takes the student-centered approach and catapults students into a self-directed learning plan, tailored to the needs of each student.

An important addition to individualizing instruction according to student needs is that as students progress through the digital curriculum asynchronously, they participate in embedded short-cycle assessments designed to measure mastery of specific state standards. The results of these short-cycle assessments are then captured and displayed in a color-coded mastery tracker against state standards (below), equipping teachers with the immediate data needed to provide targeted synchronous instruction and asynchronous practice. The instructional model plans synchronous instruction as a chance to add instructional value above and beyond what is already available in the asynchronous model. Teachers use data to determine which students need one-on-one direct instruction or small learning groups in order to both differentiate and tailor instruction to students' real-time needs. In order to support student engagement, peer interactions will be hosted within small and large virtual classroom settings, to ensure individual attention, increased participation, and better communication.

Instruction is embedded within a Multi-Tiered System of Supports (MTSS/RtII). MTSS/RtII uses assessment, intervention, and targeted instruction to ensure the academic, social, and emotional growth of each child within three tiers - whole group, small group interventions, and individualized support.

Students  									
SORT: Last, First ▼ A - Z ▼		6.RP.1 ▼	6.RP.2 ▼	6.RP.3 ▼	6th Grade M... ▼	6.NS.1 ▼	6.NS.2 ▼	6.NS.3 ▼	6th Grade M... ▼
Craig, Daniel	05	REMEDIATION	REMEDIATION	REMEDIATION	11% (1/9)	NEAR MASTERY	NEAR MASTERY	MASTERY	33% (1/3)
Hardy, Tom	01	REMEDIATION	REMEDIATION	REMEDIATION	11% (1/9)	MASTERY	MASTERY	MASTERY	100% (3/3)
Murphy, Cillian	02	NEAR MASTERY	REMEDIATION	NEAR MASTERY	44% (4/9)	MASTERY	MASTERY	MASTERY	100% (3/3)

Within PCA's instructional model, PBL will be implemented to foster collaboration and the development of life skills for students as part of their daily education. Projects are built from the intersection of learning standards and real-world challenges or opportunities. PBL will allow students to create a community of learners that is supported and modeled by their teachers. The teacher becomes the facilitator of learning instead of the gatekeeper of knowledge and student success. Projects will be developed as authentic challenges that will exist across content areas through an interdisciplinary approach.

PCA will implement PBL using the PBL Works Gold Standard Project Design, which includes:

- **Challenging Problem or Question** - Project is framed by a meaningful problem to be solved or a question to answer.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.

- **Relevance and Authenticity** - Students engage in a rigorous, extended process of posing questions, finding resources, and applying information
- **Student Voice and Choice** - Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.
- **Reflection** - Students engage in a rigorous, extended process of posing questions, finding resources, and applying information
- **Critique & Revision** - Students give, receive, and apply feedback to improve their process and products.
- **Public exhibition of knowledge and skills** - Students make their project work public by explaining, displaying and/or presenting it to audiences beyond the classroom.

Key Elements of PBL

- Student Choice
- Role-playing / Real-world scenarios
- Authentic Assessments
- Authentic audiences
- Real-world expertise brought to the classroom
- Collaboration
- Units that assess multiple skills
- Units that require research and comprehension of multiple subjects
- Multiple methods of communication

Within the virtual PBL model, students will develop and practice professional skills necessary to be successful in the workplace, such as communication, collaboration, problem-solving, and time management in the same context in which they are learning academic content and skills. Through relevant and authentic challenges, students shift their goal from completing work to get an optimal grade to achieving goals that are personally meaningful and purposeful.

A PBL model produces successful learners who take greater agency in their own life, as well as their community. With much of the modern workplace shifting to virtual spaces, this instructional model is designed to provide the best examples of virtual career experiences.

Instructional Delivery Methods - Blended Learning Instructional Model	6.3c	<p>2) Is the school using a blended learning instructional model, as defined in section <u>3301.079</u> of the Revised Code? If yes, check box. <input type="checkbox"/></p> <p><u>Blended Learning Requirements - please provide ALL of the following:</u></p> <p>a. An indication of what blended learning model or models will be used;</p>
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		<ul style="list-style-type: none"> b. A description of how student instructional needs will be determined and documented; c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level; d. The school's attendance requirements, including how the school will document participation in learning opportunities; e. A statement describing how student progress will be monitored; f. A statement describing how private student data will be protected; g. A description of the professional development activities that will be offered to teachers.
<p>Pathfinder Career Academy of Ohio is a fully online, CTE, computer-based community school. It will not use a blended learning instructional model as its primary instruction method but may, at times, bring students together for in-person learning opportunities.</p>		
Instructional Delivery Methods – Research Base	6.3c	3) Provide the evidence-base for the primary delivery methods, strategies, and/or techniques including impact on population served. Refer to <u>ESSA</u> definition of evidence based strategies. Provide documentation from the: What Works Clearinghouse or Ohio's Evidence-Based Clearinghouse for meeting level I or II criteria.
<p>The student-centered learning approach allows for more active learning, increased comprehension, and responsibility (Caulfield, 2011), which fosters independence, accountability, and time-management - all critical skills for higher education and the job force of today.</p> <p>According to Walkington & Bernacki, PL allows students to “have a voice in what they are learning based on how they learn best. Learners have a choice in how they demonstrate what they know and provide evidence of their learning. In a learner-centered environment, learners own and co-design their learning” (2020).</p>		
Instructional Delivery Methods - Resources/Materials	6.3c	4. Identify resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology.
<p>The curriculum is found within the ACCEL Management Platform (AMP). The AMP system includes state-of-the-art technology with state-specific reporting components, and full curriculum alignment to state standards. Curriculum vendors' coursework is embedded seamlessly within the AMP</p>		

system. The curriculum team first verifies alignment to the state standards, cross referencing with other vendors to ensure effective coverage. When the verification of alignment is completed, any gaps are identified immediately, and the team procures supplementary materials to support mastery of each standard. The best stand-alone curriculum program will still have its flaws, and the benefit of embedding courses into the AMP system is that the school is not limited to the operating system of one vendor. This provides ACCEL with the flexibility to assemble the strongest curriculum choices to offer the school.

There are several innovative tools that will be used to support personalized learning and career readiness at PCA. Ultimately, the goal is to build on classroom instruction to prepare students for postsecondary success and bridge the gap between high school and high-demand, high-skill careers. The following is a list of technology tools that will be in place at the school's opening:

- **iReady:** An assessment and instruction program for Math and English Language Arts that provides ad diagnostic, aligned instruction, and teacher resources to help accelerate students toward grade level proficiency and beyond.
- **Brain Pop:** an online animated curriculum-based content that is aligned to state education standards. It includes videos, games, quizzes, and activities for science, health, writing, reading, social studies, and math.
- **DIBELS:** Provides a battery of short (one-minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in kindergarten - 8th grade.
- **IXL:** An interactive online learning solution aligned to state standards that helps teachers personalize instruction through a comprehensive curriculum, continuous diagnostics, and guidance.
- **PBL Works Training:** All PCA instructional teachers will receive resources and support through workshops, courses, and services for educators on PBL implementation.
- **Virtual Business High School (Knowledge Matters):** Virtual Business High School simulations are browser-based, online business simulations that provide an interactive curriculum to teach business, marketing, and financial literacy/personal finance.
- **Nepris or Virtual Job Shadow:** Video-based career planning platform that connects educators and learners with industry professionals, bringing real-world relevance and career exposure to students.
- **Newsela:** an instructional content platform that provides teachers and students with access to 20+ genres of content to support core instruction, like primary sources, reference texts, essays, fiction, issue overviews, and more at 5 reading levels.
- **Naviance:** A comprehensive college and career planning toolset that helps assess and develop essential competencies students need to be successful after high school
- **ImBlaze:** A virtual platform that enables the school to curate a set of internships for the students to request and pursue.
- **Microsoft Teams and Google Suite:** These collaboration platforms will give students new opportunities to interact and work together and provide teachers with new ways to engage their own professional communities, create customizable lesson plans, and provide real-time, personalized feedback to students.

The hardware and software that student have access to ensure meaningful online engagement is listed below:

- Hardware
- Chromebooks
- Earbuds
- Cellular Hot Spots (upon request/financial need/approval according to school policy)
- Software
- Chrome OS
- GoGuardian

All school staff will be provided with:

- Hardware
- Windows Laptop
- External Monitor (upon request/approval)
- Keyboard (upon request/approval)
- Mouse (upon request/approval)
- Headset (upon request/approval)
- Cell Phone (upon request/approval)
- Software
- Microsoft 365 Suite
- One Drive storage space
- Business Intelligence (BI) Tools (One or more of the following)
- Domo
- Power BI
- High Speed Internet Connectivity (School Office Only)
- Cisco Meraki Hardware (School Office Only)
- Switches
- Wireless Access Points
- Content Filtering
- Ring Central Telephones (School Office Only)

Students and staff are provided with:

- Software
- Google G-Suite
- Kami
- Learning Management System (LMS)

- Instructure Canvas
- Student Information Systems (SIS) - PowerSchool
- Web Conferencing (One or more of the following)
- Big Blue Button
- Zoom
- Communications - Alert Solutions SwiftK12
 - Curriculum (One or more of the following)
 - AMP for Education
 - Accelerate Education
 - FlexPoint Education
 - Strongmind Education
 - eDynamic Learning
 - Assessments
 - iReady
 - MasteryConnect
 - NWEA
 - Supplementals
 - iReady Instruction
 - IXL
 - BrainPOP
 - NewsELA
 - Khan Academy
 - Pear Deck
 - Kahoot
 - Go Noodle
 - CK-12
 - Phet Interactives
 - iCivics
 - Typing.com
 - Sora
 - Code.org
 - Raz Plus
 - Naviance
 - Quaver Music

All students will have access to broadband internet to participate in the school program. This may include providing Wi-Fi Hotspots to students that live in rural areas with no broadband providers. The school will provide an internet subsidy to students per the school policy. Currently, the school is budgeting for an internet subsidy for all economically disadvantaged students to help cover the cost of internet access, but families are responsible for initiating and maintaining the internet service.

**Instructional Delivery
Methods -
Resources/Materials**

6.3c

5. Explain the selection, approval (including board) and change process for instructional resources and materials to be used by teachers and students, including technology.

Once the curriculum team receives Ohio alignments from our providers, we review and evaluate them to ensure tight correlation to state standards. In addition to the standards alignment, we check the depth of coverage for each topic. Any gap or superficial coverage is addressed in the third phase of our curriculum mapping. This review process determines our curriculum offering. Course gaps are identified throughout the school year. When a gap is identified, resources and supplementals are provided using a grade/subject specific enhancement document and building modules within a course.

While the curriculum resources provided are carefully selected and aligned, we recognize that teacher practices are the single most impactful factor in student learning. The school's curriculum team has designed a form to be used in cases where teachers would like to remove to aligned content from their courses, and/or substitute an alternative content element. When submitted this form and the proposed replacement content are reviewed by the curriculum team to determine impact to standards coverage. The quality of the proposed replacement content is also evaluated.

The Curriculum and Assessment team will periodically conduct user feedback surveys across populations to get input on how well curriculum resources are meeting the needs of stakeholders. Additionally, the Curriculum and Assessment team will maintain a panel of school level stakeholders who provide ongoing feedback on resources, roadmap plans, implementation needs, and user experience.

The Curriculum and Assessment team revises curriculum regularly throughout the school year. If our providers make an update or identify an issue, we make those corrections immediately. Other course enhancements and revisions are implemented based on the needs of our staff and students. We have a curriculum data analysis dashboard that identifies patterns in our curriculum. Any potential weaknesses are investigated, and if a need is determined, revisions are made.

Although typically done in the summer, the need to replace or supplement curriculum can occur at any time. If a new program, resource, or service is required, market research is conducted to determine which providers to demo. A group of stakeholders is identified to assist with this process, as

the top providers are vetted and explored. This may result in the purchase or adoption of a new provider, program or resource. Or it may be decided that the curriculum team can design or curate a solution to meet the need or requirement.

6.3d Continuous Improvement and Professional Growth

Schools must improve instructional practices and student performance on a continual basis. With strong evidence and great detail, each of the following items should be addressed.

Continuous Improvement	6.3d	1) How will the school develop, monitor, and evaluate a school improvement plan using the <u>Ohio 5-Step Decision Making Process</u> . Describe the structures and processes to support the improvement planning.
In order to develop, monitor and evaluate a school improvement plan, Pathfinder will follow the Ohio 5-Step Decision Making Process by first identifying the teams and key players into groups/teams that work together on the plan. The team will ensure that resources used are aligned to the Ohio Improvement Process and ensure effective communication throughout the process. A needs assessment and data analysis will be used in order to continue to conversation regarding improvement and identify critical areas of need. An example of a portion of a needs assessment is shared below:		



143396 - Alternative Education Academy FY 2022 Needs Assessment

College and Career Readiness (Completed)

Group Name | **Early Warning System**

Question 1

How are students who are at risk of dropping out identified?

Question 2

How many students are identified as at risk for dropping out in grades 6-12? How many of those identified as at-risk of dropping out have success plans?

At-risk students: Students with success plan:

Question 3

Based on the number of students who dropped out last year, what does the data indicate about the effectiveness of efforts to keep students from dropping out?

Question 4

Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?

Group Name | **Graduation**

Question 10

Required

Reference: ESEA Section 1112 (b)(1), (5), (6), (9), (13)

Provide student graduation data.

How many of those students are identified as economically disadvantaged?: 384

How many students, grades 9-12, are not on track to graduate?: 844

How many students with a disability are not on track to graduate by meeting standard requirements?: 183

How many of those are students identified as English learners?: 13

How many of those are students identified as being in foster care?: 0

How many of those are students who are gifted?: 0

Once needs are identified, a plan is created to integrate adult action steps and expected student outcomes. SMART goals will be used to create strategies and action steps as needed. A building leadership team (BLT) will convene to support the action steps. The BLT Review Template is shown below:

BLT Review Template

Division/Department		Meeting Date(s) and Time
Name of BLT Members	Roles	Present
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Sub BLT 5-Step Process
Step 1: Collect Data <i>Prior to sub-BLT meeting, read forms from respective division/department TBTs.</i> <ol style="list-style-type: none"> 1. What sources of pre-assessment data are being identified? 2. What sources of post-assessment data are being analyzed? 3. What instructional strategies are being implemented?
Step 2: Analyze Data <ol style="list-style-type: none"> 1. Student learning: what does the data tell you about overall student strengths and areas of concern? 2. Teacher Practice: describe overall adult performance strengths and areas of concern.
Step 3: Plan <ol style="list-style-type: none"> 1. What changes to the process need implemented to ensure a focus on individual student growth and achievement? 2. Do teacher practices and/or expectations need further clarification or communication? Describe.
Step 4: Implement What actions can be taken to address comments in step 3?
Step 5: Assess <ol style="list-style-type: none"> 1. What does the post-data look like? 2. What instructional strategies were successful?
Evaluation: <ol style="list-style-type: none"> 1. To what extent did teams implement the 5-step process - full, partial, not at all? 2. What communication is necessary as a result of this process? 3. What needs to be done between now and the next meeting?
Classroom Visits (Daily Rounds): Data / Themes

The BLT will meet and use the review template in order to implement the action steps successfully and monitor their effective implementation. The BLT and Teacher Based Team (TBT) will work together to determine implantation expectations and track success. The TBT Template is shared below.

TBT Template

Course/Team	Department	Meeting Date(s)/ Times/Cycle
Name of TBT Members		Present
	Facilitator	<input type="checkbox"/>
	Data Collector	<input type="checkbox"/>
	Time Keeper/ Co-Facilitator	<input type="checkbox"/>
	Team member	<input type="checkbox"/>
	Team member	<input type="checkbox"/>
	Admin	<input type="checkbox"/>
	Admin	<input type="checkbox"/>

Goals:

1. Build a deep understanding of content and effectively **apply learning** within and across disciplines
2. Craft responses based on **evidence including** demonstration of understanding, explanation of reasoning, and/or justification of a position.
3. Use technology appropriately, strategically and ethically in academic and **real-world settings**.
4. Complete the 5-Step OIP Process as a collaborative team
5. Focus on student outcome as related to standards and adult behaviors/Instructional Strategies
6. Address issues/concerns
7. Reflect on the process and ensure meaningful feedback to stakeholders going forward

Agenda:
(Please list basic meeting agenda for EACH meeting)

TBT 5-Step Process

Unit/Lesson/Assessment/Standard(s) of focus:

Step 1: Collect Data. Collect and chart data to identify how students are performing or progressing.

Was data provided by all teachers prior to the meeting?
☐ Yes
☐ No
 If no, # and % of teachers participating: _____

What data has been collected by the TBT?
 Be sure to include # and % of students assessed. Data can be displayed in a graph, chart or table. Subgroup data (i.e., Special Education, Title etc.) must be included and should reflect # and % of students assessed.

Subgroup	Below Proficient	Proficient	Above Proficient
Gen. Ed			
Special Education			
Title			

Step 2: Analyze Data. Analyze student work specific to the data.

What does the data tell you about student learning?
 The analysis should focus on student work in reference to assessed standards or area of focus (not extraneous topics like question format). The analysis should use **measurable** terms.

- Determine overall student strengths and areas of concern.
- Are there patterns or trends? Were there common errors?
- Prioritize needs for next steps

Strengths:
Weaknesses:
Trends:
Next Steps:

Step 3: Planning for Strategies. Establish shared expectations for implementing specific strategies that will effectively address the needs and areas of concern identified in Step 2.

What instructional strategies and activities will be employed to address individual student needs?

- Choose 1-3 targeted strategies per category.
- Strategies may be the same for multiple subgroups.
- Strategies should be broad (can be used across all grade levels and content areas). Strategies may look different in each classroom. Examples include: Targeted feedback, cooperative learning, small groups, non-linguistic representation, use of visuals, multi-media, etc.

Subgroup	Strategy(s)
Non-engaged	
Struggling	
LEP/ELL	
SWD	
Advanced	
Other (describe)	

Step 4: Implementation. Implement Strategies in the Classroom

How will planned strategies be implemented consistently across all classroom environments?

- Explain in more detail how 2-4 selected strategies from Step 3 will be implemented.
- What will be observable? (What will teachers do? What will the students do? What will your strategies "look" like in your class?)
- When and where will this instruction take place? (During interventions, live sessions, in iQity, over the phone? Weekly? Daily?)

Strategy from Step 3	What will teachers do?	What will students do?

Step 5: Assess and Reflect. Collect, chart and analyze post data.

Compare pre and post data for all students and subgroups. What was the level of student growth for the cycle?

- Use the same chart, table or graph from step 1.
- Data should include general education and subgroup student scores.
- Assessment results should be collected from all team members before the meeting.

What instructional strategies proved to be effective?

Data Analysis:

Subgroup	Below Proficient	Proficient	Above Proficient
Gen. Ed			
Special Education			
Title			

Effective Instructional Strategies:

Cycle Evaluation:

- Identify strengths/successes related to student data and/or the team process from this cycle.
- Identify obstacles/challenges related to student data and/or the team process from this cycle. What instructional strategies proved to be ineffective?
- How are we incorporating feedback from administrators? What additional supports are needed?
- Define adult practices and student data for review at next meeting.

PARKING LOT (What other issues need to be addressed at another date?)

The planning documents and team meetings will be used not only to monitor implementation and also in order to evaluate the effectiveness of the strategies in order to make adjustments as necessary. If unsuccessful strategies and/or action steps are found, they will be modified or eliminated and replaced with a new or additional action step.

Ohio Teacher Evaluation System (OTES)

6.3d

2) Confirm implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators.

		<p><input checked="" type="checkbox"/> Yes, the school will implement the Ohio Teacher Evaluation System. Please identify what credentialed individuals (job title) will be conducting the evaluations?</p> <p><input type="checkbox"/> The school will implement an alternative evaluation system as described below.</p> <p>3) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?</p>
Yes, the school will implement the Ohio Teacher Evaluation System. Certified Principals are responsible for conducting the evaluations.		

Ohio Principal Evaluation System (OPES)	6.3d	<p>4) Confirm implementation of Ohio Principal Evaluation System and Ohio Superintendent Evaluation System (if applicable) or alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents.</p> <p><input checked="" type="checkbox"/> Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System.</p> <p><input type="checkbox"/> The school will implement an alternative evaluation system as described below.</p> <p>5) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?</p>
<p>Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System.</p>		

Local Professional Development Committee	6.3d	6) Discuss development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.
<p>In accordance with Ohio Revised Code 3319.22, and as outlined in the Resource Guide, a Local Professional Development Committee (LPDC) will be created in the first year of operation. The LPDP will be comprised of members as outlined in ORC 3319.22. The roles and responsibilities of the LPDC include, but are not limited to:</p> <ul style="list-style-type: none"> • be informed regarding goals, current laws, coursework, and professional development (PD), • educate and assist all members with orientation to the expectations, alignment to standards of PD, and promote high-quality PD • establish and abide by criteria of evaluation, operation procedures and timelines • communicate clearly and maintain records <p>An LPDC plan of operation will be created by the committee to include philosophy, purpose, criteria for coursework, professional development activities, operating procedures, appeals process, reflection and revision. To be included in this plan is the process for the creation of Individual Professional Development Plans (IPDP) and how they should be written and submitted to the LPDC for approval to assist during license renewals.</p> <p>The LPDC will use the ODE LPDC Forms website for templates and forms as needed.</p> <p>All professionally licensed school personnel will be responsible for developing IPDPs for license renewal. Professionally licensed school personnel will meet as necessary to complete this process or as other related tasks require. The school will utilize the Ohio Standards for Educators as criteria for quality IPDP development. The school will seek to participate in the Accel Schools Consortium and abide by its bylaws and processes/ procedures for approval of IPDPs and licensure applications/renewals. The school will select a representative to participate in Consortium meetings, be responsible to communicate between the Consortium and professionally licensed school personnel for general and individual information and enter data into the My.LearningPlan.com tracking system.</p> <p>Resources: http://education.ohio.gov/Topics/Teaching/Professional-Development/LPDC-s/Local-Professional-Development-Committee#FAQ1886</p>		

(<http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/Establishing-a-Local-Resident-Educator-Program>) to establish RE Program including establishing the right personnel, assigning a program coordinator in OEDS, and establishing local RE policies and procedures. We will strive to maintain a low Mentor to Beginning teacher ratio (1:3 or lower).

Resident Educator Program	6.3d	7) Discuss implementation of Ohio's Resident Educator Program in the school (i.e., mentoring process, meetings, monitoring of work completed, timelines, ratios of mentor to mentees, etc.).
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The Resident Educator plan is shared below.

- **Mentoring Process** -See the example checklist below:

Month	Meeting	Discussion Points/Activities	Resident Educator Homework	Mentor To Do:
Sep.	Meeting- Instructional mentoring	Meeting 1 ppt- overview of year (collaborative log, teaching & learning cycle, focused mentoring ODE course, informal observation (mentor), exemplary teacher observation (RE) etc.)	N/A	Complete Collaborative log and share with RE and Chris
	Meeting- Instructional mentoring	Post Observation (conversation documented on collaborative log) discussion of RE recording	RE highlights in rubric where she currently is as a teacher; complete Self Assessment Summary	Complete Collaborative log and share with RE and Chris
		Post observation- discussion of exemplary recording RE observed		
Oct	Meeting- Instructional mentoring	Decide if RE going to use Ohio Continuum of Teacher Development or OTES Rubric for Self-assessment & Professional Growth plan (Have RE highlight where they are on either rubric for homework)	RE completes Professional Growth Plan	Complete Collaborative log and share with RE and Chris
		Discussion of rubric and Self Assessment Summary completed for homework		
	Meeting- Instructional mentoring	Decide what 2 goals RE will have this year (can be the same goals using for OHDELA evaluation)	RE decides what she is teaching for self-observation lesson; RE completes 1st page of "Instructional Mentoring- Lesson planning & Reflection Questions"; RE looks at 2nd page of "Instructional Mentoring- Lesson planning & Reflection Questions" to help plan lesson	Complete Collaborative log and share with RE and Chris
		Discuss 2 goals RE will have if she did not decide during previous meeting;		
		Briefly look at 2nd page of "Instructional Mentoring- Lesson planning & Reflection Questions"		
Nov.	Meeting- Instructional mentoring	Discuss 1st page of "Instructional Mentoring- Lesson planning & Reflection Questions" completed for homework	RE teaches lesson and completes 2nd page of "Instructional Mentoring- Lesson planning & Reflection Questions" to reflect on lesson	Complete Collaborative log and share with RE and Chris
		Discuss RE's lesson		
	Meeting- Instructional	Look at REs progress on 2 yearly goals		
	Meeting- Instructional	Discuss lesson RE taught for homework	N/A	Complete Collaborative log and share with RE

Month	Meeting	Discussion Points/Activities	Resident Educator Homework	Mentor To Do:
	Meeting- mentoring	Discuss the 2nd page of "Instructional Mentoring- Lesson planning & Reflection Questions"		and Chris
Dec.	Meeting- Instructional mentoring	Discuss RE's goals and if she has moved to the right on the rubric for them	Watch exemplary recording and take notes about what would like to include in her future teaching and what she would change- send this to mentor before winter break	Complete Collaborative log and share with RE and Chris
		RE will observe an exemplary recording for homework- discuss this		
Jan.	Meeting- Focused mentoring	~ Follow ODE Focused Mentoring Course Year 1 Guidance Plan- In MENTOR section of REFLECT in COACHES CORNER		Complete Collaborative log and share with RE and Chris
	Meeting- Focused mentoring			Complete Collaborative log and share with RE and Chris
Feb.	Meeting- Focused mentoring	~ Look at REs progress on 2 yearly goals during 9th, 11th, and 13th meeting		Complete Collaborative log and share with RE and Chris
	Meeting- Focused mentoring			Complete Collaborative log and share with RE and Chris
Mar.	Meeting- Focused mentoring			Complete Collaborative log and share with RE and Chris
	Meeting- mentoring			Complete Collaborative log and share with RE and Chris
Apr.	Meeting- Wrap-up	Discuss RE's goals and if she has moved to the right of the rubric for them	RE marks her year as completed on this spreadsheet	Complete Collaborative log and share with RE and Chris
				Mark the RE's year as complete on this spreadsheet and share with Chris after RE also marks complete

Month	Meeting	Discussion Points/Activities	Resident Educator Homework	Mentor To Do:
Mentor Verification		By placing an your initials in the box to the left, the Mentor verifies that all Year One Resident Educator processes have been		
RE Verification of		By placing an your initials in the box to the left, the Resident Educator verifies that all Year One Resident Educator processes have		
Resident Educator				
Mentor Name:				

- **Meetings**

- Resident Educator Coordinator meetings:
 - All resident educators at the beginning of September
 - All mentors at the beginning of September
- Year 1 mentors meet:
 - Formally 2 times a month with their resident educator(s)
 - Informally via phone, chat, and e-mail
- Year 2 mentors meet:
 - Formally 2 times a month with their resident educator(s)
 - Informally via phone, chat, and e-mail
- Year 3 facilitator meets:
 - Formally every other week resident educators through December to discuss the RESA expectations
 - Informally via phone, chat, and e-mail
 - Formally every other week to go through the ODE leadership course
- Year 4 mentor meet:
 - Formally 1 time a month with their resident educator(s)
 - Informally via phone, chat, and e-mail

- **Monitoring of Work Completed**

- Mentors complete a collaborative log each time they meet with their resident educator(s) and share the collaborative log with:
 - Their resident educator(s)
 - Resident Educator Coordinator

- **Timelines**

- Year 1 - Mentors meet with their resident educators September – April
- Year 2 - Mentors meet with their resident educators September - April
- Year 3
 - Facilitator meets with resident educators September – December to discuss the RESA expectations

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Facilitator meets with resident educators January – April to go through the ODE Leadership course ○ Year 4 - Mentors meet with their resident educators September - April • Ratios of Mentor to Mentees <ul style="list-style-type: none"> ○ Year 1 – 2 resident educators to 1 mentor ○ Year 2 - 2 resident educators to 1 mentor ○ Year 3 - 10 resident educators to 1 facilitator ○ Year 4 - 1 resident educator to 1 facilitator 		
Professional Development Plan for Teachers	6.3d	<p>8) Using the <u>Ohio Standards for Professional Development (adopted 2015)</u>, describe the process for how the school will <i>develop, implement, and evaluate</i> a differentiated professional development plan for teachers informed by student data, curriculum needs, OTES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan. Describe the school's plan for ensuring that teachers are trained in and demonstrate competency in online instructional methodologies and learning technologies.</p>
<p>Prior to the start of each school year the school leaders will collaborate to create the school's Annual Professional Development Plan. To create this plan leaders will consider first the Ohio Standards for Professional Development:</p> <ul style="list-style-type: none"> • Standard 1: Learning Communities • Standard 2: Leadership • Standard 3: Resources 		

- Standard 4: Data
- Standard 5: Learning Designs
- Standard 6: Implementation
- Standard 7: Outcomes

Additional consideration will be given to State or Federally mandated compliance topics, topics aligned to state Department of Education initiatives, topics aligned to current research on instructional best practices, topics aligned to school specific goals, topics aligned to teacher observation and evaluation data, topics aligned to responses obtained from teachers in needs surveys, and topics aligned to areas of need as demonstrated by student data.

After gathering relevant topics from the categories above leaders will work to prioritize topics by determining which topics may provide skills and knowledge foundational to others, and which topics are most impactful to achievement of stated school goals. In this way leaders will establish a focus on a handful of specific training initiatives, ensuring that Professional Development opportunities are intentional and focused, and meaningful efforts can be devoted to implementation of strategies presented. For each focus area selected leaders will also consider what subgroup specific training may need to be provided as relevant to that topic. The plan will map what training is to be provided prior to the start of the school year, as well as a calendar of topics for a year of professional development. Some topics may be addressed multiple times in a progressive fashion. A minimum of one large or small group formal Professional Development opportunity will be presented each month, however Professional Development will also occur in ongoing team meetings as well as in the informal observation and feedback cycle. In the initial plan, openings will be left for timely Professional Development needs that surface during review of student data in ongoing data meetings.

Since the Professional Development Plan will be developed intentionally with an eye towards a limited number of goal-aligned high-impact strategies, there will be ample opportunity to focus on meaningful implementation of strategies presented. Topics that were mapped to be addressed multiple times will naturally provide a progression of training opportunities. For example, English teachers may first attend a presentation on using rubrics to grade student writing. During the informal observation and feedback cycle, this might be a focus area for the principal. He or she might observe the teachers presenting and explaining the rubric to students, and then providing aligned instruction. During the feedback session the principal might ask the teacher to share a graded writing sample and talk through how he or she rated it. The principal might provide feedback on how the teachers' use of the rubric could be improved. During the next PD opportunity teachers might be asked to individually score a writing piece, and then engage in group discourse on how each teacher rated each element and why, with the intention unpacking the judgements teachers were making and the evidence they were utilizing.

During staff meetings, shared Professional Development focus areas will be consistently revisited, with reports on status and progress on each area. During these meetings implementation of PD strategies will be reviewed in the context of student data to determine if implementation is impacting student performance. Leaders will collect teacher feedback on each Professional Development session via survey. The Survey will ask a series of

questions aimed at understanding participant satisfaction, impact on professional practice, how the teacher plans to implement what was learned, what the teacher believes is needed to implement successfully, and feedback on how the session could be improved.

The school's Professional Development plan will identify focus areas for professional development, and these focus areas will be incorporated into informal observation and coaching cycles. During feedback sessions the leader will provide teachers with input on their implementation of focus area strategies and techniques. Goals created may align with these strategies as well.

During the creation of the Professional Development plan school leaders will identify the focus areas for PD. With each designated focus area will come a determination of what subgroup specific training will be needed. For example, if the school determines that early literacy is a PD focus area for the year the school will incorporate specific trainings on topics such as improving exposure to vocabulary for ELL students, or how to bolster vocabulary development for students living in poverty. If in year data review shows specific weaknesses in subgroup performance additional training opportunities will be provided to address these needs.

Professional Development Plan for School Leaders	6.3d	9) Using the Ohio Standards for Principals 2018, describe how the school will <i>develop</i> , <i>implement</i> , and <i>evaluate</i> a differentiated professional development plan for school leaders informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan. Describe the school's plan for ensuring that school leaders are trained in and demonstrate competency in online instructional methodologies and learning technologies.
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The Regional Vice President will complete a needs assessment and work with the Principal to *develop* a Professional Development Plan. Pathfinder will use the Ohio Standards for Principals, to include the 10 standards within the main domains for Leadership, Learning, Culture and Management. The

plan will be *implemented* and supported through summer training, targeted leadership training, and job-embedded coaching. The Principal will be supported through ongoing professional development sessions for more intense development of skills and strategies. The Principal will also receive differentiated support from the Regional Vice President throughout the year. In addition, the Principal will participate in ongoing weekly calls for individualized professional development with the Vice President and a representative from the school's sponsor that focuses on specific building needs. The progress on the plan will be *evaluated* through data collected from student data (academic, climate, and survey), OTES, OPES, IPDPs, and the Resident Educator Program. The plan will be embedded in the school's continuous improvement plan through the activities/milestones which support each of the school's goals.

School Calendar	6.3.1	9) Provide the proposed school calendar, including how parents and students will be notified. It must be comprehensive with professional development and assessment days, vacation days, and number of hours the school will be in session. The school calendar will need to be submitted annually by a due date established yearly for approval by the Sponsor and ODE. Once the calendar is approved, changes can only be made for limited reasons with approval of the sponsor and ODE, and may require a corrective action plan.
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2023-2024

Note: Student attendance is required on ALL official school days.
Students are required to log in DAILY in order to be considered present
and show up in person to assigned testing location.

Jul-23							0
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First Day of Classes for Semesters
and Quarters

School Closed - No Students and
Teachers

Diagnostic Testing

State Testing

Parent/Teacher Conference

Last Day of School

184

Daily Schedule	6.3.1					10) Provide the school's proposed daily schedule(s). The daily schedule must incorporate all core and non-core content areas. The schedule must demonstrate common planning time for teachers. Please include the number of hours per day. If additional services are provided, such as after-school tutoring, include these on the schedule.		
	Math	English	CBI /S. Studies	Science	IS	Career Coach #1	Career Coach #2	Guidance/Testing
8:30 - 9:05	Math	ENGLISH	Electives Lab	Science	Resource	Plan	Electives Lab	Guidance
9:05 - 9:40	Plan	ENGLISH	Social Studies	Science	Resource	Electives Lab	Mentor Support	Guidance
9:40 - 10:15	Math	Title1	Social Studies	Electives Lab	Resource	Electives Lab	Mentor Support	Guidance
10:15 - 10:50	Math	ENGLISH	Social Studies	Plan	Resource	Electives Lab	Mentor Support	Guidance
10:50 - 11:25	Title1	ENGLISH	CBI	Science	Resource	Electives Lab	Mentor Support	Guidance
11:25 - 12:00	Math	ENGLISH	CBI	Electives Lab	Resource	Electives Lab	Mentor Support	Guidance
12:00 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 - 1:05	Math		CBI	Electives Lab	Resource	Mentor Support	Electives Lab	Guidance
1:05 - 1:40	Math	ENGLISH	CBI	Electives Lab	Resource	Mentor Support	Electives Lab	Guidance
1:40 - 2:15	Math	ENGLISH	Plan	Science	Resource	Mentor Support	Electives Lab	Guidance
2:15 - 2:50	Title1	ENGLISH	Social Studies	Science	Resource	Electives Lab	Plan	Guidance
2:50 - 3:25	Math	Plan	Social Studies	Science	Resource	Mentor Support	Electives Lab	Guidance
3:25 - 4:00	Math	Title1	Social Studies	Electives Lab	Plan	Mentor Support	Electives Lab	Guidance

6.3e Prevention and Intervention Policy

A *Comprehensive System of Learning Support Guidelines*, an Ohio State Board of Education approved document (link provided below), provides direction for foundation and intervention services to students to assist with the development of necessary systems to meet the unique needs of students. <https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/School-Safety-Resources/Comprehensive-System-of-Learning-Supports-Guidelin/Brochure-fulfillingthepromise.pdf.aspx>

Appropriate implementation of the guidelines will result in school meeting or exceeding RC 3313.6012 requirements to (1) provide diagnostic assessment procedures, (2) provide intervention services based on the results of the diagnostics, (3) collect data regularly, and (4) use the data to evaluate the effectiveness of the interventions. Please provide strong evidence and specific details to address the items below.

Prevention and Intervention Plan

6.3.2

- 1) Describe a whole-child model for meeting students needs related to health, safety, engagement, personalized learning and prepared for success.
- 2) Describe the school's multi-tiered educational services policy, plan and procedures to provide early detection and intervention for your at-risk (NOT identified special education students) experiencing academic and/or behavior problems, and address the needs of ALL students (i.e. limited English proficient, gifted, Third Grade Reading Guarantee, homeless, lowest achieving 20%).

Whole Child Model:

Supporting the whole student is critical to ensuring ALL students are successful in an online environment. According to the Science of Learning & Development Alliance, "The lesson from the science shows that all children have talents; that all children can succeed in intentional, well-designed, developmental contexts." At Pathfinder Career Academy, the whole-child model will consist of 3 building blocks that serves as the foundation for student success: an advisory model, shared values and norms, and tiered whole student supports.

Advisory

Advisory is the core organizational and relational structure of PCA and will be used to intentionally drive an aspirational school culture and create a safe environment for students to thrive. Within the advisory program, students will be looped across multiple years to build positive developmental relationships and foster consistency and coherence. In addition to expanding student/teacher relationships, this will also extend relationships with the students' families and the broader community.

Shared Values & Norms

Shared values and norms will shape the culture at PCA. Collaboration and communication will be valued across all stakeholders. PCA will be community focused with the goal of activating and building student networks. Student voice is valued in the school decision making process for his/her personalized learning plan. Parents will also take an active role in their student's learning, collaborating with the school team and community throughout.

Tiered Whole Student Supports

Tiered whole student supports will be implemented to empower students to overcome any academic, social, emotional, mental health or other challenges to ensure success in school and in their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources.

The student services team will consist of career coaches and counselors trained in trauma-informed care who will work together with teachers and families to provide the wrap around supports and postsecondary guidance needed to ensure students are motivated and stay on track for graduation.

Each student's learning experience is personalized to his or her interests, skills, and needs, with a holistic focus beyond academics. There will be an emphasis and dedicated curriculum on life skills and executive function. Teachers and student services team members will take a strength-based approach when working with students. This includes focusing on individuals' strengths and abilities as well as wider social and community networks. It will always be student led with an aim on future outcomes and strengths that can be brought to an issue or challenge.

MTSS (Academic Intervention)

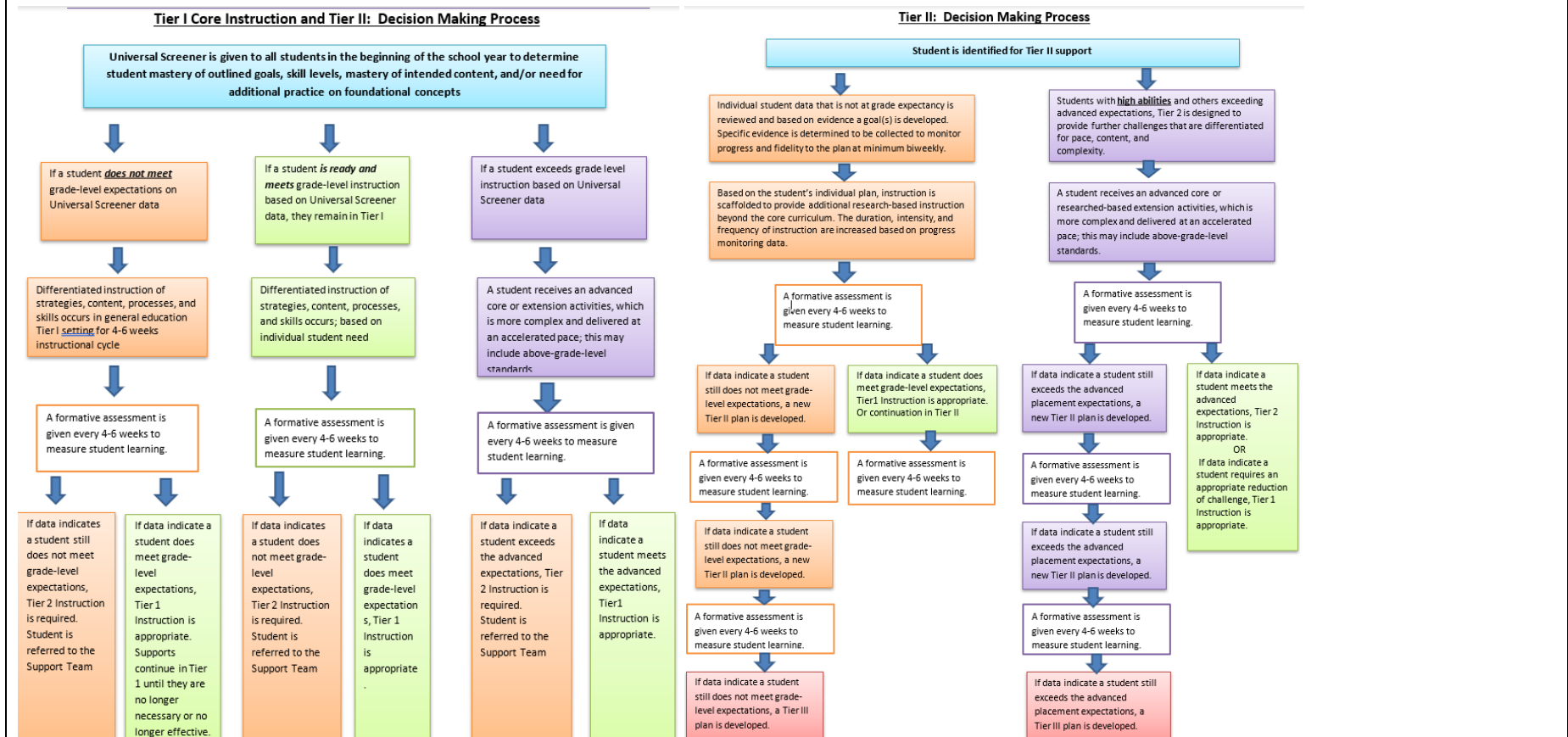
As part of a comprehensive instructional model, the school will establish an MTSS (Multi-Tiered System of Supports) multi-tier approach to the early identification and support of student learning. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the MTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Students failing to demonstrate mastery of standards are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and integrated as part of the instructional cycles.

Tier 1 Instruction refers to research-based core classroom curriculum and instruction for all learners that focus on the essential elements of a subject. Designed to meet the needs of the vast majority of students, Tier 1 provides the foundation for instruction upon which all interventions are formulated. Pre-assessment data, administered at the beginning of an instructional cycle, drive differentiated instructional decisions based on evidence of proficiency or evidence of difficulty. Identified students with high proficiency in a particular subject or content can be grouped together to receive more in-depth instruction. Pre-assessment data are used to find additional students who need advanced instruction.

Students who are identified by a Universal Screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1 are considered in need of additional support in Tier 2. Tier 2 Instruction provides strategic, targeted extensions in addition to the core curriculum and instruction present at Tier 1. Data from consistent progress monitoring is used to guide the intensity, duration, and frequency of instruction and vary

based on individual learning goals. For students performing below grade level, Tier 2 is intended to remediate deficiencies and provide the support needed to be successful in Tier 1. For students exceeding the higher-level expectations of the advanced core based on Universal Screener or other data, Tier 2 is designed to provide further challenges that are differentiated for pace, content, and complexity in the core subject.

Tier 3 Instruction provides intense intervention to target specific, individual student needs and goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2. For students with the most significant needs, this requires explicit, intensive, and specifically designed lessons in addition to Tier I and in place of Tier 2 Instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met.



Tier III: Decision Making Process

Tier 3 Instruction involves research-based, intensive, targeted interventions for 4 to 6 weeks for students with needs that are not adequately addressed in Tiers 1 and 2. Progress monitoring data is collected weekly.

A formative assessment is given at 4 – 6 weeks to measure student learning.

If data indicates a student still **does not meet** grade-level expectations a related disability is suspected, a referral for educational evaluation will be appropriate.

High Ability
Tier 3 Instruction continues for students with advanced core aligned to grade-level standards. Tier 3 is designed to provide intensive instruction and/or highly individualized challenges.

If data indicates a student **does meet** grade-level expectations, the student can be served in Tier III or moved to Tier II if appropriate, and progress monitored regularly to ensure Tier III services are not needed for the student to remain at grade level.

Engagement Protocol (Behavior Intervention)

All students will be expected to continuously engage in instructional programming to be successful in PCA. The school engagement protocol is an accountability-focused approach to student and family engagement. This protocol sets a minimum level of daily expectation for students and families.

Support Levels

Student Services staff, teachers, and administration will monitor attendance, course completion, assignment submission, and compliance with school and state assessment requirements to determine a student's engagement level.

Level 1: General school-wide prevention and programming.

- Onboarding, homeroom support, live instructional sessions, and student group activities
- Compliance with school policy regarding attendance, engagement, assignment completion and communication is expected

Level 2: Engagement or course progress concerns requires student to receive additional support and progress monitoring through an intervention plan.

During this period, the focus will remain on enhancing academic growth through increased contact with teacher and support staff, modification of learning goals, and/or modification of the student learning plan. Student Services staff will work with teacher to identify any barriers interfering with student's education, setting specific goals, and creating a Student Success Plan to provide additional support or accountability as needed. Individual check ins and/or additional small group sessions may be required.

- Teachers and Student Services team members identify intervention methods in conjunction with the student and learning coach. The advisory teacher will facilitate the process, monitor progress, and provide regular, formal follow-up.
- In review of the plan, the following actions may occur:
 - Excellent progress – student is re-assigned to Level 1 supports
 - Moderate progress – student continues receiving Level 2 supports and review
 - No progress – student is escalated to administration
 -

Level 3: All available resources and interventions have been exhausted for a student. Students are escalated to administration for next steps, including possible transfer to another school program to address their individual needs more appropriately.

Career-Based Intervention

Career-Based Intervention (CBI) will be implemented at PCA for any student who is identified as disadvantaged and having barriers to achieving academic success. This program will be designed to develop professional skills and implement an individualized career plan for post-secondary success. A combination of online classes and in person experiential learning opportunities will be provided to assist and prepare students for graduation, additional CTE training, postsecondary education, and/or a meaningful career.

Professional Development

Effective professional development is also key to maximize success in improving student achievement. All staff will receive numerous hours of professional development related to student engagement, boosting achievement, Social Emotional Learning (SEL), working with subgroups, and other topics - all as they are encountered in the online environment. Professional development will be provided using both in-person and online modalities. Along with participation in monthly online professional learning communities, staff will be trained in techniques of differentiated instruction, enabling them to identify students' learning styles and to create learning activities compatible with the students' needs. At the same time, the staff will be trained to use various assessments and how to interpret those results to personalize instruction based on individual student needs.

6.4a Goals and Performance Indicators

The school will be required to show progress toward meeting the goals established in its OIP School Improvement Plan. The OIP School Improvement Plan will be reviewed at monthly board meetings and updated as needed. Revised plans will be submitted to the Sponsor.

Schools newly chartered with Charter School Specialists will establish an OIP School Improvement Plan by September 30th.

The sponsor will provide accountability standards, which include but are not limited to, all applicable report card measures set forth in R.C. 3302.03 or R.C. 3314.017.

6.5 Assessment Plan

The Assessment Plan should enable the school to make an accurate reference as to what students should know and be able to do. It should align to the desired learning outcomes of the curriculum.

Nationally Normed Assessment	6.5	<p>1) St. Aloysius requires its sponsored schools to identify and utilize at least one nationally normed, <u>ODE approved standardized testing tool</u>. It is mandatory that the assessment be administered a minimum of twice per year and the administration should be identified on the school calendar. Which Nationally Normed Assessment will be used? Discuss rationale for assessment selection and the relationship to Student Growth Measures (OTES and OPES). Nationally normed assessment data and a comprehensive written analysis will be due to the sponsor by June 30th of each year.</p>
<p>Assessments</p> <p>Our assessment strategy is designed to provide a balanced system of metrics to gauge and improve student achievement. Our assessments employ research-based practices:</p> <ul style="list-style-type: none"> ○ Renaissance Star Reading & Star Math Assessment <ul style="list-style-type: none"> ▪ Given in 2 administrations: 1 pretest, 1 posttest per ODE guidelines ▪ Administered to grades 9 and higher 		

- Students who enroll after the fall testing window will test immediately upon entry into the program.
- Growth is measured for students who are enrolled for at least 13 weeks. Students test again after 13 weeks of instruction.
- iReady:
 - The iReady Diagnostic is administered three times a year in ELA and Math to grades 6-12.
 - Ohio Linking Study: <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-diagnostic-assessments-linking-study-overview-ohio-2020.pdf>

Ohio's State Assessments	6.5	<p>2) All required state assessments must be included in the school's assessment blueprint and calendar.</p> <p>Confirm use of specific state tests, how the data will be collected and distributed to Board of Directors, staff, students, parents, and how the results will impact professional development and Ohio Improvement Process (OIP) goals and strategies. These may include required grade level state assessments, End of Course Exams, Industry Credentialing, ACT/SAT, WorkKeys, OELPA, and Kindergarten Readiness Assessment.</p>
Ohio State Tests Grades 6-12 for CTE community schools:		

<ul style="list-style-type: none"> • Class of 2023 and beyond: End-of-course tests in English language arts II, algebra I, geometry (or integrated mathematics I and II), biology, American history, and American government. • Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) • Ohio English Language Proficiency Assessment (OELPA) • Ohio English Language Proficiency Screener (OELPS) • State Funded ACT 		
Formative Assessments	6.5	3) Describe the process for developing formative assessments that includes gauges of all learning domains (social-emotional), sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.
<p>The school will employ a balanced assessment system including the following types of assessments:</p> <ul style="list-style-type: none"> • Diagnostic - to measure students' knowledge and skills before instruction <ul style="list-style-type: none"> ○ Sample assessment tool: iReady • Interim/Benchmark - to measure progress toward academic goals and standards <ul style="list-style-type: none"> ○ Sample assessment tools: iReady, Locally Designed Common Mock Assessments, Short Cycle Assessments • Course Level Formative - to adjust instruction based on student progression toward learning targets <ul style="list-style-type: none"> ○ Sample Assessment Tools: course embedded assignments, quizzes, unit tests • Summative - to measure student mastery of standards and provide for data driven instructional decision making <ul style="list-style-type: none"> ○ Sample Assessment Tools: AZ Required State Assessments, course level summative tests 		

As a part of the balanced system, the school will divide assessments into two areas: (1) assessment for learning and (2) assessment of learning. This division will not only assist with the evaluation of student learning but also the modification of curricular choices and pedagogy as the school matures over time in educational delivery.

In creating the school's annual assessment calendar the school team will work with the Curriculum and Assessment team and the School Operations team to delineate the purpose of each assessment, the assessment tool to be used, the manner in which the selected tool supports the purpose of the assessment, the population to be tested, the frequency and timing of each assessment, and the follow up actions school staff will take once the assessment data is available (for example use of data during Data Informed Instructional Cycles).

Each year the Head of School and Principal will work with teachers and the assessment team to create the Schools Data Informed Instruction Plan. This plan will be created once the school Assessment Plan has been finalized and will take into consideration the points at which data will be available from each assessment.

The Data Informed Instruction Plan will detail in what groups teachers and school leaders will meet to discuss data, and at what frequency (at least bi-weekly meetings are recommended). The plan will define a school-wide data protocol to be utilized to guide review of the data, interpretation of the data, and determination of follow up actions. Specific data to be reviewed at each meeting will be informed by the assessment calendar. For example, in September teachers might be focused on reviewing data from the diagnostic assessment taken by students in the beginning of the school year, in November short cycle assessment and course level data might be the focus of review as the first quarter draws to a close, and in January teachers might be focused on reviewing data obtained in the Common Mock assessment as they get closer to the start of state testing. During these conversations data will be reviewed through multiple lenses:

- Proficiency and growth data
- Individual student level data
- Grade level or grade band data trends
- Subject area trends
- Data by teacher
- Data disaggregated by student sub-group
- Item level analysis
- Standards level analysis

Notes and action plans will be captured during each meeting and placed in a shared digital space for relevant stakeholders to access. Standards level data analysis and item level analysis completed during these meetings will help to identify any potential curriculum gaps, or areas where curriculum resources are not supporting student mastery. When leaders and teachers see specific standards or skills with low mastery across the majority of the population this is an indication that there may be an underlying curriculum or instructional issue. Data protocol questioning will be applied to assist in identifying the root cause of trends in non-mastery. Likewise, if analysis shows low mastery of a particular standard for many students within a subgroup, this may be an indicator that there may be an underlying curriculum issue, and further root cause analysis will be completed. In either case, if it is determined that a curriculum resource is not supporting student mastery on a specific standard this gap will be escalated to the Curriculum and Assessment team so that supplemental resources and additional content can be provided.

Non-Academic Measures

6.5

4) Describe non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness to which the school will hold itself accountable.

A variety of non-academic measures will be used to inform school practices and program effectiveness. According to a McKinsey analysis (*2015 OECD PISA test data*), students' mindsets are twice as predictive of a student's academic achievement than their home environment or demographic. Therefore, PCA will assist in shaping student's mindsets by affirming their abilities, talents, and aspirations to ensure success in school and in their personal life. As a part of the career development activities, character strengths, interests and abilities surveys from Newsela and Naviance will also be administered to students to help match their likes and dislikes to careers best suited for them.

Learning style assessments will be used to help students gain a better understanding of their basic learning patterns, assess their own education, and to offer study strategies appropriate for their learning style. Students will take personality inventories to reveal information about their attitudes, social

traits, strengths, and attitudes. This type of self-assessment tool also helps career counselors and coaches to learn about their students' personality types. In order to offer relevant and engaging programs of study, students will be given inventories on career clusters of interest as well.

Finally, PCA will measure important interactions and key milestones through several feedback surveys throughout the school year. A parent start-up survey will be deployed for all new and returning families at school start, as well as second semester for any additional enrollments. In addition, an annual student and parent satisfaction survey will be given each year to inform school goals and priorities. Survey results will be shared with school staff and families to highlight successes and areas of improvement.

Diverse Measures of Student Performance	6.5	5) Identify diverse ways to measure student performance beyond standardized assessments that include tools such as student portfolios, capstone projects, presentations or performance-based assessments to which the school will hold itself accountable.
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Various types of assessments beyond standardized tests will be used to measure what a student knows and can do to demonstrate mastery.

Student Portfolios

Students will be building their portfolio as they progress through middle and high school, as a core component of their personalized career development planning. All interest and skills assessments, student interests and abilities, academic work, career goals, cluster/pathway completion, and training/education will be captured to showcase their accomplishments.

Capstone Courses

All CTE programs of study will culminate into a final capstone course that may include a work-based experience such as an internship or externship. This capstone course allows students to apply their

learning from their coursework into a meaningful and relevant career-related experience across an extended period of time.

Performance Based Assessments

Students demonstrating technical skills is the best and most frequent way to assess student learning in CTE courses and pathways. Evaluating student demonstration of performance will be completed through rubrics. Rubrics will be used for a variety of performance tasks including, live work, group projects, demonstrations, and presentations.

Technical Assessments

Course work and pathways will culminate in opportunities for students to gain nationally recognized industry credentials and certification of value. Examples of Technical assessments include NOCTI, Microsoft, Adobe, IC3, and PMI.

Life/Workplace Readiness Assessments

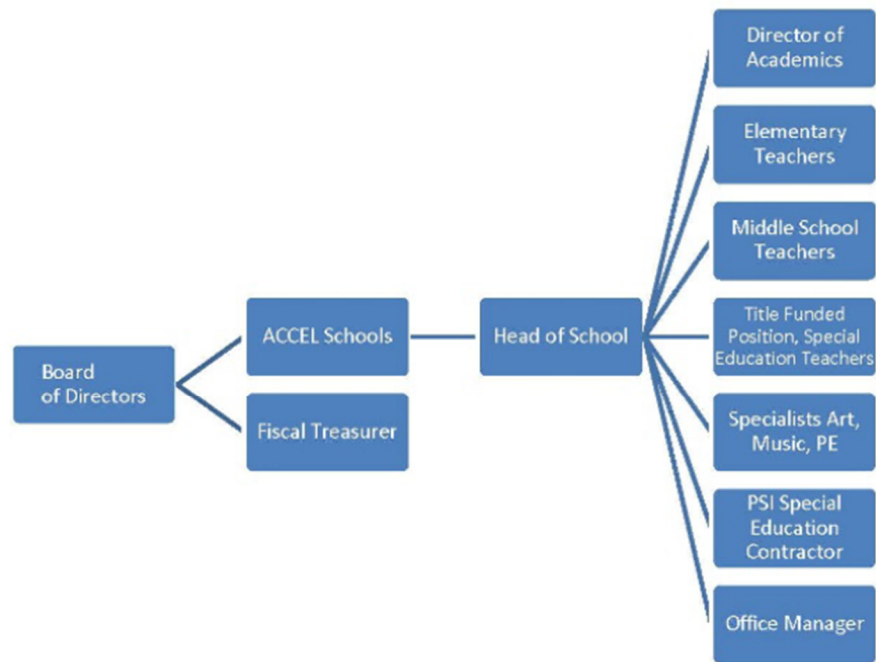
In addition to specific program assessments that focus on technical skills, workplace readiness assessments will be provided to measure general career readiness and earn industry recognized credentials. Examples include ACT Work Keys, NOCTI Employability Skills, and National Work Readiness Assessment.

8.1 Organization and Staffing

Personnel and understanding of roles and responsibilities are critical for successful school operation. Please provide strong evidence and specific details to address the items below.

Organizational Chart	8.1	1) Provide the school's organizational chart with clear identification of all positions including fiscal officer, EMIS and Management Company (if applicable).

ORGANIZATIONAL CHART



Roles and Responsibilities

8.1

2) Describe the roles and responsibilities of school staff aligned to the organizational chart and mission, vision, and philosophy of the school: a) administrative, b) teaching, c) specialized, d) contracted services (i.e. speech and language pathologist, school psychologists, etc.), e) other. *Please only include job titles.*

Head of School

The Head of School (HOS) will serve as the operational and administrative leader of PCA. The HOS is responsible for the implementation and achievement of the school's academic vision, student advancement and daily operations within the school.

MS Academic Lead (Principal)

The middle school principal will serve as the instructional leader of the 6th through 8th grade campus at PCA. This role will ensure successful academic outcomes for all students while employing long-term instructional sustainability measures involving professional development, teacher quality assessment, curriculum, and pedagogical advancement.

HS Academic Lead/CTE Admin (Principal)

The high school principal will serve as the CTE and instructional leader of the PCA high school campus. This role will ensure successful academic outcomes for all students. In addition, this high school principal will be responsible for building, supporting, and sustaining a school wide CTE program in collaboration with business, labor, and postsecondary partners to provide relevant and rigorous pathways and coherent courses of study based on industry needs and academic standards.

Operations Manager

The Operations Manager will serve as the business operations leader at PCA, managing all non-instructional functions, services, and staff. This role ensures that the school is managed with operational excellence and fiscal prudence by creating, refining and implementing policies and systems while upholding the values of PCA.

Special Education Coordinator

The Special Education Coordinator will provide oversight and development of innovative special education services to meet diverse student needs and ensure quality of education and compliance.

Student Services Coordinator

The Student Services Coordinator provides leadership and coordination for all student support services programming in ACCEL online schools, including new student onboarding, student attendance and engagement, school counseling, social work, and other health services.

Business & Partnership Coordinator

The Business & Partnership Coordinator will work collaboratively with building principals and CTE teachers to ensure the delivery of career development services; facilitates linkages with business/industry, postsecondary institutions, and community partners; and assists with ensuring program funding and compliance.

Career Counselor

The Career Counselor will design, deliver, and evaluate a developmentally appropriate comprehensive school counseling program that addresses the academic, career and personal/social development needs of all students. Collaborating with students, families, educational staff, and the community, career counselors work to ensure all students develop an academic and career plan reflecting their interests, abilities, and goals and includes rigorous, relevant coursework and experiences appropriate for that student.

Career Coach

The Career Coach manages the delivery and implementation of onboarding, SEL, core interventions, and support services for assigned students. This role serves as the primary contact for new families and provides oversight of educational interventions and career learning supports to assist with increased engagement, student learning outcomes, and successful completion of school.

General Education Teachers

Teachers are responsible for providing instruction to students including curriculum implementation and personalization, evaluation of students' progress, and accurate maintenance of all students' records. Classroom instruction should be interactive and incorporate a variety of teaching techniques, materials and resources.

Special Education Teachers

Special Education teachers support the educational and behavioral goals of all students with a focus on students with an Individualized Education Program. The Special Education Teacher assists with the implementation of the Individualized Education Plan (IEP) for each student served, writes IEPs in a timely manner, participates in the Multi-Tiered System of Supports (MTSS) and maintains student records and files according to federal, state and local mandates.

English Language Learner Teacher

ELL teachers are responsible for providing ELL program administration, professional support and training, and student and family services. The ELL teacher applies sound language acquisition principles to program development, teacher support, and student education. In addition, the ELL Teacher advises administration in order to ensure state and federal compliance.

Recruitment and Retention Plan	8.1	3) Describe the plan to recruit, retain and train highly qualified personnel including how the school will meet the goals identified in Ohio's 2015 Plan for Equity at ODE's website at: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx .
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Pathfinder will be hiring school leadership roles after the application has been accepted. After the acceptance is received, recruiting will begin. School leaders will be expected to have expertise in leadership, operations, school governance, curriculum, instruction, and assessment, serving at-risk students and those with special needs, experience in performance management and in parent and community engagement. Team members will be recruited and hired based on these criteria in order to find those that are most qualified and also have personal educational philosophies that align with the mission and vision of the school. At all times, recruits will be measured against as many of the above qualities as possible, and when not possible, the team will be created in order to balance strengths and weaknesses to reflect the necessary criteria.

The Head of School and Board members will work together to recruit and retain highly qualified teachers and staff. The Head of School will assist the Board and the marketing team in creating and sustaining a diverse marketing plan to recruit, hire and retain effective and highly qualified teachers. Pathfinder would begin recruiting in the early spring for school launch and would prioritize the hiring of a Head of School. The recruiting team works with the Head of School and other leadership to agree on key selection criteria, compensation structure, and hiring process. Pathfinder seeks to hire a balanced workforce of seasoned teachers and newly trained graduates. Candidates are screened for their experience in and passion for online instruction.

Pathfinder will actively recruit qualified and dedicated teachers who are excited to support a rigorous and nurturing classroom environment that prioritizes student learning and social-emotional development. The school will look to hire a diverse staff of passionate administrators and educators who value research-based practices and a desire to grow as professionals. We will work tirelessly to raise student achievement, regardless of historical barriers, while committed to participating in ongoing professional development, job embedded instructional coaching, and embracing a growth mindset.

In order to ensure the highest quality of educators, we will recruit candidates that we believe will: embody the core values of the school, participate in continuous, research-based professional development to hone their craft, demonstrate a passion for personal improvement, are willing to be held accountable for student learning, and who will effectively and regularly communicate with parents, other teachers, and the school leadership. We will provide numerous professional development opportunities for our teachers, will support them with a full time, online trainer, and will reward teachers for high quality performance.

We will advertise positions on widely used education-focused job boards including Education Week, SchoolSpring, Teacher-Teachers, LinkedIn, Indeed, Handshake, university sites, as well as recruit using one-to-one and event strategies. We will conduct a thorough interview process with multiple stages to identify top candidates. Once top candidates are identified, we will conduct comprehensive reference checks to include recent supervisors.

The school will offer a competitive compensation and benefits package to teachers and staff. Pathfinder Board and Head of School will work with the Accel HR support team to review state salaries by position. Compensation and benefits are key recruitment and retention tools. Some strategies employed to recruit desirable candidates include:

- Using salary structures that recognize educational attainment and experienced teachers' prior years in the classroom;
- The use of sign-on bonuses when credentialed teachers are in short supply;
- The use of performance-based incentives that are tied to student and school achievement;
- The opportunity to participate in supplemental activities such as tutoring programs;
- The opportunity to perform supplemental duties such as Lead Teacher or Teacher Mentor;
- An affordable and attractive set of health, education, and supplemental benefits.

The school will identify a base starting salary and then use a point system that would provide additional pay based on several factors including but not limited to years of teaching experience, especially in a virtual school, advanced degrees or professional licenses, licensed teachers in subjects where there is short supply, teachers willing to take on supplemental roles at the school, and teachers with unique skills.

Pathfinder will pursue a competitive health benefit plan using the HR support services provided by Accel to work with national and or local brokers to procure the best health benefits plan possible within the school's budget. The benefits will include medical benefits, dental and vision benefits, flexible spending plan, short-and long-term disability insurance, basic life insurance, and accidental death and dismemberment insurance.

Ancillary Insurance Benefits -Full-time employees (those who work 30 or more hours per week) receive Short-Term Disability, Long-Term Disability, Basic Life, and Accidental Death & Dismemberment (AD&D) insurances.

Student/Teacher Ratios	8.1	4) State the student/teacher ratios for the school. <i>Ratios can be no more than 125 students to 1 teacher (125:1) for internet- or computer-based schools.</i>
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The Pathfinder Career Academy of Ohio total student to teacher ratio will average 25:1 per course over the five years.

Staffing Plan for Projected Enrollment	8.1	5) Describe the staffing plan (for the next 5 years) based on the projected enrollment and differentiate between certified teaching, para-teaching, and non-licensed staff.
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Below is the staffing plan for the school for all five years, broken down into four categories: Teachers, Teaching Support, Support Services-Administration, and Support Services- Special Education. All teachers will be Ohio licensed as will the School Counselor. It is our goal to hire para-professional licensed staff as our Success Coaches or support them in attaining that licensing after hiring.

	Year 1	Year 2	Year 3	Year 4	Year 5
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Enrollment	550	725	950	1050	1200
Teachers					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
General Ed Teaching Staff (6-12)	17.4	23.0	30.2	33.3	38.2
ELL Teaching Staff	0.5	0.5	0.5	1.0	1.0
SPED Teaching Staff	3.9	5.1	6.7	7.4	8.4
Total	21.8	28.6	37.3	41.7	47.6
Teaching Support					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Career Coaches	3.0	4.0	5.0	5.5	6.0
Career Counselor	2.0	2.5	3.0	3.5	4.0
Total	5.0	6.5	8.0	9.0	10.0
Support Services – Administration					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	1.0	1.0	1.0	1.0	1.0

High School Principal	1.0	1.0	1.0	1.0	1.0
Middle School Principal	1.0	1.0	1.0	1.0	1.0
Student Services Coordinator	1.0	1.0	1.0	1.0	1.0
Business & Partnership Coordinator	1.0	1.0	1.0	1.0	1.0
Operations Manager	1.0	1.0	1.0	1.0	1.0
Total	6.0	6.0	6.0	6.0	6.0
Support Service – Special Education					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Special Education Coordinator	1.0	1.0	1.0	1.0	1.0
Total	1.0	1.0	1.0	1.0	1.0
Plan for Face-to-Face Interaction with Students				6) Describe the plan for face-to-face meetings between teachers and students including the number of visits to be required and the potential location for these visits.	
While PCA is a fully virtual program, there will be many opportunities for students to engage in face-to-face meetings with their teachers, as well as their peers. Individual in person connections with teachers will be determined according to the student’s needs and personalized learning plan. Monthly field trips will be offered to further engage students, sparking intellectual curiosity and interest in and out of school. In					

addition, community service projects and project-based learning opportunities will provide additional engagement in collaborative and group learning activities. Engaging in community service projects will provide students with the opportunity to become active members of their community and have a lasting, positive impact on their educational experience and society at large. Students who are enrolled in career pathway courses will have ongoing opportunities for face-to-face, hands-on experiences with their CTE teachers and industry experts.

All activities will be planned across the state of Ohio while focusing on regions where enrolled PCA students reside. Potential locations include, museums, the zoo, language and culture tours, business educational tours, manufacturing facilities, arboretums and botanical gardens, farms, and science centers.

Plan for Equity and Access

7) Describe your plan to ensure your students' ability to access a device, all academic programs, and internet connectivity. Describe the practices in place to provide accommodations for students with disabilities.

All students will be provided with the hardware and software required to access the curriculum, including a Chromebook and earbuds for each student. PCA will ensure that all students have access to broadband internet to participate in the school program, which may include providing Wi-Fi Hotspots.

If the IEP Team determines that a student needs any assistive technology (AT) devices or services, PCA will provide the requisite AT, including any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other AT as specified in the students' IEP.

Program Evaluation

Provide the school's plan to conduct ongoing internal and external evaluations to measure program effectiveness.

A variety of non-academic measures will be used to inform school practices and program effectiveness. According to a McKinsey analysis (2015 OECD PISA test data), students mindsets are twice as predictive of a student's academic achievement than their home environment or demographic. Therefore, PCA will assist in shaping student's mindsets by affirming their abilities, talents, and aspirations to ensure success in school and in their personal life. As a part of the career development activities, character strengths, interests and abilities surveys from Newsela and Naviance will also be administered to students to help match their likes and dislikes to careers best suited for them.

Learning style assessments will be used to help students gain a better understanding of their basic learning patterns, assess their own education, and to offer study strategies appropriate for their learning style. Students will take personality inventories to reveal information about their attitudes,

social traits, strengths, and attitudes. This type of self-assessment tool also helps career counselors and coaches to learn about their students' personality types. In order to offer relevant and engaging programs of study, students will be given inventories on career clusters of interest as well.

PCA will measure important interactions and key milestones through several feedback surveys throughout the school year. A parent start-up survey will be deployed for all new and returning families at school start. In addition, an annual student, parent, and staff satisfaction survey will be given each year to inform school goals and priorities. Survey results will be shared with school staff and families to highlight successes and areas of improvement.

Formal program evaluation will be implemented yearly as a part of the school based CTE Advisory Council's calendar of activities. The Advisory Council representation will meet state guidance by pathway and will be involved in curriculum and program improvement, as well as work-based experiences.

PCA will seek Cognia external accreditation after its first year of operation.

Plan for Student Support Services in an Online Environment

Describe the school's plan for providing an orientation course to online learning technologies and successful online student practices for all students. Describe the school's plan to communicate with each student's parent, or guardian regarding the performance and progress of that student as well as the plan for providing opportunities for parent-teacher conferences.

Describe the school's plan to provide support services, including academic, administrative, and technical support to students.

Describe how the school ensures that academic advising is provided for students.

PCA will take a school-wide approach to onboarding that creates a smooth adjustment for new students and families into the virtual learning environment. Students will be required to participate in a coordinated onboarding program prior to accessing their academic courses to ensure a solid foundation for building the necessary connections for student engagement and success.

After completing onboarding, students will be equipped and ready to learn, understand school expectations, know how to use the system and resources available, and will be connected to the greater school community.

Core Components of Onboarding

- **Welcome Communication Series:** A series of welcome communication opportunities are used to engage and equip students and families with the information they need to be ready for the first day/week of school and beyond.
- **Welcome Call:** The most important part of onboarding is establishing a relationship with students by the holistic owner of the student and across the school community. The student's advisory teacher will make an individual introduction call to connect with and welcome the student and their family to the school and classroom.
- **Orientation Course (Asynchronous):** Students are enrolled in an orientation course that walks them through how to successfully navigate the online schooling environment.

Orientation Modules (Example):

The screenshot displays the AMP Student Orientation Modules interface. On the left is a sidebar with navigation links: Home, Syllabus, Modules, Grades, People, Conferences, Pages, Announcements, Discussions, Quizzes, Assignments, Files, Outcomes, Collaborations, Rubrics, Newsela, Offline Tracker, DXL, and Brainpop. The main content area is titled "AMP Student Orientation > Modules". Under the "Getting Started" section, there is a list of modules and tasks:

- Participating in Live Session Conferences
- Your Turn: Live Session Attendance (100 pts | Submit)
- Setting your Preferences
- Your Turn: Preferences (100 pts | Submit)
- Use your Dashboard
- Syllabus and Calendar
- The Canvas Inbox
- Your Turn: Communicate with your Student Success Coach through your Inbox (100 pts | Submit)
- Digital Etiquette

The screenshot displays a learning management system interface. On the left is a vertical navigation menu with icons and labels for: Account, Admin, Dashboard, Courses, Calendar, Inbox, History, Commons, Mastery, and Help. The main content area is divided into three sections:

- Participating in Your Course:**
 - Navigating through the Course Modules
 - Accessing and Submitting Your Assignments
 - Your Turn: Submitting an Assignment (100 pts | Submit)
 - Taking Quizzes and Tests
 - Participating in Discussions
 - Your Turn: Discussion on Digital Etiquette (100 pts | Submit)
- Managing Your Course:**
 - How to Check your Grades
 - How to Organize your Personal Files
 - Get Answers to your Questions
 - 2019-2020 OHDELA HIGH SCHOOL GUIDE.pdf
 - QUIZ #1: Did You Download the High School Guide? (5 pts)
 - QUIZ #2: Your Turn: Orientation Quiz (100 pts | Score at least 80.0)
- Let's get started now!!!**
 - Starting your Academic Course (0 pts)

- *Live Orientation Session (Synchronous):* Students are required to attend a live orientation session with their assigned success coach. By the end of these sessions, students will know their school team, how to find their schedule, how to use the learning management system, how to get help, and next steps and expectations for the week.
- *Live Help Sessions:* Throughout onboarding, the student success coach will set up regular live help sessions where students and learning coaches can drop in to ask questions, access resources, and continue to connect with the greater school community.

- *Tracking & Follow Up: Onboarding requirements are outlined and tracked by student for targeted support.*

Advisory

Advisory is the core organizational and relational structure of PCA and will be used to intentionally drive an aspirational school culture and create a safe environment for students to thrive. Within the advisory program, students will be looped across multiple years to build positive developmental relationships and foster consistency and coherence. In addition to expanding student/teacher relationships, this will also extend relationships with the students' families and the broader community.

Students will have regular opportunities for individual career planning discussions and activities within their advisory. Each student will have an individualized college and career readiness plan initiated with ongoing updates and activities each year. This plan will include interest and skills assessments, student interests and abilities, career goals, cluster/pathway opportunities, and training/education requirements. Counselors will teach college and career awareness and exploration lessons, in collaboration with the classroom teacher.

Tiered Whole Student Supports

Tiered whole student supports will be implemented to empower students to overcome any academic, social, emotional, mental health or other challenges to ensure success in school and in their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources.

The student services team will consist of career coaches and counselors trained in trauma-informed care who will work together with teachers and families to provide the wrap around supports and postsecondary guidance needed to ensure students are motivated and stay on track for graduation.

Each student's learning experience is personalized to his or her interests, skills, and needs, with a holistic focus beyond academics. There will be an emphasis and dedicated curriculum on life skills and executive function. Teachers and student services team members will take a strength-based approach when working with students. This includes focusing on individuals' strengths and abilities as well as wider social and community networks. It will always be student led with an aim on future outcomes and strengths that can be brought to an issue or challenge.

Student Support Goals

1. Create a positive and welcoming school climate at school start and throughout the school year
2. Increase the capacity of students and families from a strength-based perspective
3. Ensure students stay on track through early interventions, wrap-around supports and engagement strategies
4. Cultivate community partnerships to better support students and families with social, emotional, and medical needs
5. Work through non-academic issues with students and families to remove barriers to school success

6. Increase sustained enrollment to promote students to the next grade level and graduation

Onboarding	welcome & orientation activities
Community Building	student & parent activities and enrichment programming
Student & Family Engagement	academic progress tracking, intervention, and action planning
Attendance & Absentee Prevention	school-wide attendance efforts and absentee prevention programming
Student Support	social-emotional learning, 504 plans, crisis response and management, community referrals, McKinney-Vento
Graduation Planning & Tracking	course scheduling, grad tracking, and post-secondary planning

School-based support systems:

School-based support staff, including the career counselor and career coach, have unique system permissions that allow them to view course content from the student, track progress, assignment submissions, and grades.

Canvas:

Within the learning management system, support staff has permission for the following:

- o Analytics – view pages
- o Announcements – view
- o Conversations - send messages to entire class
- o Conversations - send messages to individual course members
- o Courses - view usage reports
- o Discussions - create
- o Discussions - moderate
- o Discussions - post
- o Discussions – view
- o Grades - view all grades
- o Groups - view all student groups
- o Web Conferences – create

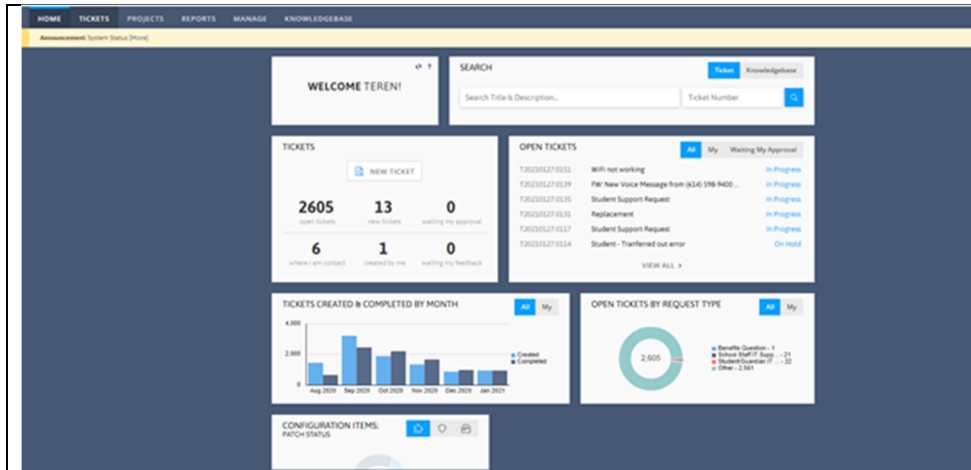
PowerSchool:

Within the Student Information System, support staff has permission to view or modify the following:

- o Student Attendance
- o Student Demographics
- o Student Special Education
- o Student Current Gradebook Grades
- o Student Historical Grades (Transcript grades)
- o Students Scheduling
- o Student Free/Reduced Status
- o Student Withdrawals
- o Student Graduation Progress
- o Student Truancy
- o Staff classes/schedules
- o Log entry

IT Help Desk:

If students need technical support, they have immediate access to submit a ticket through their Canvas account or on the IT website. School-based support staff will have access to see the status of submitted IT Help Desk tickets for students. They can submit a ticket on the student's behalf if needed and can track progress through the IT portal.



Power BI:

In addition to the systems permissions outlined, various student engagement views and reports are readily available to student support staff through Power BI (Business Intelligent Tool).

- o Engagement
- o Student Grades
- o Attendance
- o Curriculum Activity
- o Live Class Sessions
- o Offline Time

Power BI School Performance Reports

School Performance Reports

Name	Type
Analysis-Engagement	Report
Analysis-Student Grade	Report
Analysis-Student Testing Center	Report
At Risk Student Report	Report
Reports-Attendance	Report
Reports-Curriculum Activity	Report
Reports-Live Class Sessions	Report
Reports-Offline Time	Report
Reports-Student Course Grade Detail	Report
Reports-Student Detail	Report
Reports-Student Population Map	Report
Reports-Teacher Detail	Report
Withdrawn Students Weekly Report	Report

PERFORMANCE FRAMEWORK ATTACHMENT

Performance Framework

This framework describes a comprehensive system of monitoring a community school's performance and compliance. This rigorous framework will be used to inform renewal and revocation decisions. The goal for each school is to achieve a 75% or greater of the available points based on academic, compliance/operations and financial performance. The Sponsor believes that completing the interventions per the Intervention Attachment 6.4 may assist the School in increasing their performance and helping them to achieve 75% or greater of the available points in the academic performance section. Annually, the School will be sent a performance report showing its percentage over a certain number of years. The goal is for each School to reach 75% by the end of its fifth year of operation.

During a renewal year, the school will be evaluated on an average calculated over the four most recent years of the charter term or the number of years within the charter term that data is available. Schools may earn additional points for improvement in the total percentage from year to year.

TRADITIONAL K-12 COMMUNITY SCHOOLS

Academic Performance

Performance Area	Description	Scoring Scale									
		Above Target				Target	Below Target		Far Below Target		
		5 Points	4.5 Points	4 Points	3.5 Points	3 Points	2.5 Points	2 Points	1.5 Points	0.5 Points	0 Points
		5 Stars (weighted x 3)	4.5 Stars (weighted x 2.5)	4 Stars (weighted x 2)	3.5 Stars (weighted x 2)	3 Stars	2.5 Stars	2 Stars	1.5 Stars	1 Star*	1 Star*
Overall Rating *Not calculated until SY 2022-2023	Overall Rating on the Local Report Card										

*Schools will receive 0.5 points based on a 1 Star rating if the schools' overall rating points are greater than or equal to the average overall rating points of all community schools.

Performance Area	Description	Scoring Scale			
		Above Target	Target	Below Target	Far Below Target
		4 Points	3 Points	1 Point	0 Points
		Outperform 4 or 5 comparison schools (weighted x 3)	Outperform 3 comparison schools (weighted x 2)	Outperform 2 comparison schools	Outperform 1 comparison school
Overall Rating vs Comparison Schools Overall Grade *Not calculated until SY 2022-2023	Number of schools in which the total points used for the Overall Rating on the Local Report Card is higher than the total points used for the Overall Rating of comparison schools listed in contract.				
Performance Area	Description	Scoring Scale			

		Above Target		Target	Below Target	Far Below Target
		4 Points		3 Points	1 Point	0 Points
Achievement	Measures students' academic achievement using each level of performance on Ohio's State Tests.	5 Stars (weighted x 2)	4 Stars (weighted x 2)	3 Stars (weighted x 2)	2 Stars (weighted x 2)	1 Star*
*Schools will receive 1 point based on a 1 Star rating if the schools' overall achievement percentage is greater than the average overall achievement percentage of its comparison schools that also received a 1 Star rating.						
Progress	Measures the academic performance of students compared to expected growth on Ohio's State Tests.	5 Stars (weighted x 3)	4 Stars (weighted x 2)	3 Stars	2 Stars	1 Star
*Note: as reported on the local report card as the progress component score. Not ODE's one year calculation as used for closure.						
Gap Closing	Measures the reduction in educational gaps for student subgroups. *Now includes Chronic Absenteeism	5 Stars (weighted x 3)	4 Stars (weighted x 2)	3 Stars	2 Stars	1 Star*
*Schools will receive 1 point based on a 1 Star rating if the schools' overall gap closing percentage is greater than the average overall gap closing percentage of its comparison schools that also received a 1 Star rating.						
Early Literacy	Measures reading improvement and proficiency for students in kindergarten through third grade.	5 Stars	4 Stars	3 Stars	2 Stars	1 Star*
*Schools will receive 1 point based on a 1 Star rating if the schools' overall early literacy percentage is greater than the average overall early literacy percentage of its comparison schools that also received a 1 Star rating.						
Performance Area	Description	Scoring Scale				
		Above Target		Target	Below Target	Far Below Target

		4 Points		3 Points	1 Point	0 Points
Graduation Rate	Measures the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.	5 Stars	4 Stars	3 Stars	2 Stars	1 Star
College, Career, Workforce, and Military * Not rated until 2024-2025	Tracks post-graduation outcomes and students participating in credentials and pathways.	5 Stars	4 Stars	3 Stars	2 Stars	1 Star
Nationally Normed Assessment Data	A standardized assessment listed in the community school contract should demonstrate at least one (1) years' worth of growth for 80% of students tested in reading and math using the Ohio's Where Kids Count Rules.	≥ 1 years' worth of growth for 80% of students tested in reading and math		≥ 1 years' worth of growth for 50% of students tested in reading and math	< 1 years' worth of growth for 50% of students tested in reading and math	N/A
Additional Factors:	One additional point is given for each of the indicators above that has improved at least one star level from the previous year (ex. K-3 moves from 2 Stars to 3 Stars)					
	One additional point given for each subgroup in which the suspensions and expulsions decrease by 2 percentage points.					
	One additional point given if school increases the number of schools it outperforms in either the Overall Rating or the Progress Rating. (ex: improves from outperforming one school to outperforming two schools)					
	One additional point is given if the school's percentage of income spent on classroom instruction is within 10% of the state average as reflected on the local report card. School will receive 2 additional points if its percentage of income spent on classroom instruction is above the state average as reflected on the local report card.					

Total Points Available (100%): *Note: Weighting is not considered in the total points available and total possible points are reduced for any not applicable measures listed.		3
		2022-2023 33 *Based on 2022-2023 local report card
		2023-2024 and beyond 37 *Based on local report cards starting with 2023-2024
Target Points (at least a 75%): *Note: Points listed will be achieved if the school meets all target scores for all applicable measures.		2021-2022 18 *Based on 2021-2022 local report card
		2022-2023 24.75 *Based on 2022-2023 local report card
		2023-2024 and beyond 27.75 *Based on local report cards starting with 2023-2024

DROP OUT RECOVERY PROGRAM COMMUNITY SCHOOLS

Academic Performance

Performance Area	Description	Scoring Scale		
		Above Target	Target	Below Target
		4 Points	3 Points	0 Points
Overall Grade	Overall Grade on the Local Report Card	Exceeds (weighted x 2)	Meets	Does not Meet
Overall Grade vs Comparison Schools Overall Grade	Number of schools in which the Overall Grade on the Local Report Card is higher than the Overall Grade of comparison schools listed in contract. *If a school scores equal to a majority of its comparison schools in Overall Grade, the school will be compared in the Progress Component Grade. The school will then be given credit for each school it outperforms in its comparison group in the Progress Grade and each school it outperforms in the Overall Grade.	>3 (weighted x 3)	≥ 2 (weighted x 2)	≥ 1
High School Test Passage Rate	Percent of students meeting applicable criteria on test from Local Report Card	Exceeds	Meets	Does not Meet
Progress	Component grade from Local Report Card	Exceeds	Meets	Does not Meet
Gap Closing	Overall Gap Closing Grade on the Local Report Card	Exceeds	Meets	Does not Meet
Graduation Rate – 4 Year	4-Year Graduation Rate from the Local Report Card *Students enrolled in DOPR schools are usually 1-2 years behind their original graduation cohort.	Exceeds (x2)	Meets (x2)	Does not Meet (1 point)
Graduation Rate – 5 Year	5-Year Graduation Rate from the Local Report Card	Exceeds	Meets	Does not Meet
Graduation Rate – 6 Year	6-Year Graduation Rate from the Local Report Card	Exceeds	Meets	Does not Meet
Graduation Rate – 7 Year	7-Year Graduation Rate from the Local Report Card	Exceeds	Meets	Does not Meet
Graduation Rate – 8 Year	8-Year Graduation Rate from the Local Report Card	Exceeds	Meets	Does not Meet
Combined Graduation Rate	Combined rate from the Local Report Card	Exceeds	Meets	Does Not Meet

Performance Area	Description	Scoring Scale		
		Above Target	Target	Below Target
		4 Points	3 Points	0 Points
Identified Paths to Future Success	Strategy 10 of Ohio's Strategic Plan for Education: High schools inspire students to paths of future success through work-based learning experiences; career-technical education and/or military readiness.	School offers multiple paths of future success AND 50% or more of the eligible student population participate in those paths (work-based learning experiences, career technical education, career-based instruction or military readiness.	School offers limited paths of future success through work-based learning experiences, career-technical education/industry credentialing, career-based instruction or military readiness.	School does not offer paths of future success through work-based learning experiences, career-technical education/industry credentialing, career-based instruction or military readiness.
Additional Factors:	One additional point is given for each of the indicators above that has improved at least one grade level from the previous year (ex. Progress moves from Meets to Exceeds)			
	One additional point is given for each subgroup that improves its attendance percentage by 2 percentage points.			
	One additional point given if school increases the number of comparison schools it outperforms in the Overall Local Report Card Grade as listed in the contract from 2 to 3 schools, from 3 to 4 schools or from 4 to 5 schools.			
Total Points Available (100%) *Note: Weighting is not considered in the total points available.				48
Target Points (at least a 75%)				36 *Note: 36 points are achieved if the school meets all target scores.

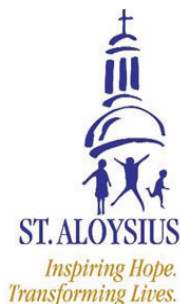
Organizational/Operational Performance

Performance Area	Description	Scoring Scale		
		Above Target	Target	Below Target
		2 Points	1 point	0 Points
Timely submission of required documentation.	Monthly Financial and Enrollment Reports, Assessment data, Management Company Evaluation, school improvement plan, Annual Report, Five-year forecasts and Annual Budgets are submitted timely.	All Applicable Submissions were Submitted Timely	At least 75% of the applicable Submissions were submitted timely	Less than 75% of the applicable submissions were submitted timely
Compliance Onsite Visits including Spring Survey (As measured by the Ohio Department of Education Sponsor Evaluation System)	Overall performance of onsite compliance reviews and the spring survey	Overall Compliant (96% or greater of applicable compliance items substantiated)	Substantially Compliant (at least 92-95.9% of applicable compliance items substantiated)	Not Compliant (less than 92% of applicable compliance items substantiated)
Corrective Action Plans	Were corrective action plans required during this school year.	No CAPs required	Yes, at least one CAP was required, however all issues were adequately addressed	Yes, at least one CAP was required, and was still unaddressed by the end of the school year
Probation	Was the school put on probation during this school year	No *Target	N/A	Yes
Board Meetings	School met for mandatory minimum six (6) board meetings	No less than six (6) meetings *Target	N/A	Board met less than six (6) times for the year.
Additional Factors	One additional point is given if academic coaching is provided for teachers if recommended by the School Improvement Team.			
	One additional point is given for each mission-specific goal that is met for any subgroup, up to a maximum 3 points.			
Total Points Available (100%) *Note: Weighting is not considered in the total points available.				10
Target Points (at least a 70%)				7 *The school should strive to achieve 7 points in this section by achieving a combination of target and above target points.

Financial Performance

Performance Area	Description	Scoring Scale		
		Above Target	Target	Below Target
		2 Points	1 Point	0 Points
Net Income (Change in Net Position) Net of GASB 68,75	Positive Net Income	Positive Net Income (x2) *Target	N/A	Negative net income
Average FTE Change from beginning of year to end of year calculated from October to June.		Increased or maintained enrollment and compliant with enrollment requirement in contract (x2)	Enrollment decreased less than 10%	Enrollment decreased greater than 10%
Current Ratio (Current Assets/Current Liabilities, net of GASB 68/75 and amounts owed to Management Company)		Ratio greater than 1.5:1	Ratio 1:1 to 1.49:1	Ratio less than 1:1
Days Operating Cash on Hand *Note: this section will be an N/A for all pass-through management agreements and the total points required will be reduced accordingly.		Greater than 60 days	30 to 59 days	Less than 30 days
Five Year Forecast		No projected deficits in years 1-5.	No projected deficits in years 1-3	Projected deficits in years 1-3.
Audit Reports, Findings for Recovery (FFR)		No FFRs and clean audit opinion	Clean audit opinion and all FFRs have been corrected	FFRs not corrected or qualified opinion
Additional Factors	One additional point will be given for schools that have EMO/CMO supporting the schools start-up/expansion expenses.			
Total Points Available (100%): *Note: Weighting is not considered in the total available points				12
Target Points (75%)				9

INTERVENTIONS ATTACHMENT



Intervention Attachment 6.4

Kindergarten – 12th Grade

(A school that does not offer a grade higher than twelve excluding
Dropout Prevention & Recovery Schools)



➤ **Evaluation of Local Report Card Components - Beginning with the 2022-2023 Local Report Card**

- The school should aim to receive a rating of 3 Stars or better in all applicable Ohio Local REPORT CARD **components** on the Ohio Interactive Local Report Card (iLRC) Power User Reports, or any subsequent report enacted to replace or supplement the iLRC Power User Reports.
- A school shall be placed in Level 1 status if it does not receive a rating of 3 Stars or better in all applicable Local Report Card components. The school shall remain in Level 1 status unless it receives a rating of 3 or more Stars in all applicable Local Report Card components, at which point interventions will no longer be required, or it meets the At Risk for Closure Criteria identified below.
- At Risk for Closure Criteria:
 - Any school offering only grades K-3 or lower that receives a performance rating of 1 Star in the early literacy component of the Local Report Card OR receives an overall performance rating of 1 Star or 1.5 Stars;
 - Any school offering any combination of grades K-4 to K-8 and does not offer a grade level higher than ninth grade that receives a performance rating of 1 Star in both achievement and progress on the Local Report Card OR it receives an overall performance rating of 1 Star or 1.5 Stars and 1 Star in progress; or
 - Any school offering any grade levels between 10-12 and is not a Drop-Out Prevention and Recovery School that receives a performance rating of 1 Star in achievement and has not met annual measurable objectives for gap closing OR it receives an overall performance rating of 1 Star or 1.5 Stars and 1 Star in progress.
- When a school meets the At Risk for Closure Criteria it shall be placed in Level 2 status. A school shall progress one level of intervention for each consecutive year that it meets the At Risk for Closure Criteria. A school shall return to Level 1 status when it does not meet the

At Risk for Closure Criteria and a school shall be removed from interventions when it receives a rating of 3 or more Stars in all applicable Local Report Card components.

Level 1	
The Sponsor Will:	The School Will:
A. Offer technical assistance for the development of a plan of improvement for the school or the One Plan.	A. Require School Leader and Community School Leadership Team to attend an Ohio Leadership Advisory Council (OLAC) Facilitator Training, other approved Ohio Department of Education training, or sponsor training and implement a process to identify root-cause, needs, goals, strategies, and action steps that will move the school forward.
B. Require the School to review or revise and submit a school improvement plan for the following school year to address the academic and other needs of the School. Review and offer feedback on the school improvement plan.	B. Through a Community School Leadership Team (CSLT) that attempts to include parents, Board Members, community stakeholders and sponsor feedback, review and revise school improvement plans inclusive of 6.4 Intervention actions listed herein. Provide evidence of the process, including timelines and modification to the strategies and action steps based on data collected.
C. Require the School to monitor and evaluate the school improvement plan for the following school year to address the needs of the School.	C. The School Leader will systematically report to the Governing Authority on the development, implementation and progress of the school improvement plan at each regularly scheduled Board meeting.
D. Offer technical assistance for the development of a school professional development plan included in the school Improvement plan action steps.	D. Implement evidence-based school-wide practices to support student learning that includes “best” first instruction: <ul style="list-style-type: none"> a. Provide resources for the deconstruction of learning standards and creation of learning targets in content areas, specifically reading and math, throughout the year. Using this process systematically in TBTs, revise pacing guides in ELA and math, ensure standards and learning targets are identified in lesson plans, and evaluate the communication of the standards/learning targets to students as part of the formal OTES process/or alternative b. Align informal assessments, materials, and resources to the standards and learning targets as evidenced by the use of an alignment tool kit

	c. Using disaggregated data trends to determine root cause, design and implement a multi-tiered system of supports for students at-risk that meets criteria outlined by ESSA and the Ohio Department of Education.
E. Offer technical assistance to support the development of instructional leadership skills for the school leader and/or the school leadership team.	E. Meet any other requirements as outlined in legislation or by ODE and submit any required reporting to ODE and the Sponsor as required by ESSA Focus and Priority Schools.
	F. Abide by all consequences as outlined in ESSA or any subsequent enacted legislation.

Level 2 Actions	
In addition to Level 1 supports, the Sponsor Will:	The School Will:
A. Utilize school performance data and surveys to determine technical assistance needs related to improve academic instruction and student achievement.	A. The School will build upon and strengthen all Level 1 Actions.
B. Review and offer feedback on the school improvement plan and 5-Step Process. Offer training and support for School Leaders related to instructional leadership.	B. Make reasonable efforts to hire an Academic Coach(s) following Sponsor requirements and tools (See Academic Coach credentials and job responsibilities). The School will submit Academic Coach credentials to Sponsor for review and confirm hiring of an Academic Coach. The school is responsible for evidence of the fidelity to the outlined job responsibilities by the Academic Coach.
C. Establish Academic Coach minimum qualifications and suggest key roles and responsibilities.	C. Establish schedules and implement strategies that provide increased collaborative planning time for teachers that is protected from internal or external interference or interruptions.
D. Continue to offer technical assistance for the development and implementation of a school professional development plan as identified within the school improvement plan to support strategies and action steps. Utilize the guidelines outlined in Ohio Standards for Professional Development.	D. Continue and strengthen implementation of first year professional development plan components (based on root-cause analysis) outlined in the school improvement plan. Follow guidelines presented in Ohio Standards for Professional Development.
	E. Work with sponsor's school improvement team to continuously monitor progress toward academic goals listed in the school improvement plan.
	F. Using the Ohio Standards for Principals, the School will review and clarify job responsibilities and priorities for the School Leader and provide mentorship/coaching related to identified priorities and revised growth plan goals from an educational organization that will meet the needs of the school to provide coaching or mentorship. The school will provide evidence of such.
	G. School leader will develop teacher growth plans for ineffective staff following Ohio Teacher Evaluation System (OTES) guidelines or an alternative to improve academic instruction and student achievement. The school will provide evidence of such upon request.

Level 3 Actions	
In addition to Level 1 and Level 2 Supports, the Sponsor Will:	The School Will:
A. Offer technical assistance to assist in improving academic instruction and student achievement.	A. The School will build upon and strengthen all Level 1 Actions and Level 2 Actions.
B. Conduct a mini audit of the school's instructional program, resources and tools and distribute the findings to the Governing Authority.	B. Utilizing an evidence-based evaluation model, complete a program evaluation on key reading and/or math initiatives in the school and provide results to the Governing Authority with suggestions for modification, deletions, or expansions based on the data.
	C. Based on a school review/audit from external source, implement recommendations as they relate to academic performance to address challenges and build on strengths to improve school performance in areas of leadership/governance, curriculum & instruction, data and assessment, human resource and professional development, and fiscal management.

Level 4 Actions (Risk of Academic Probation)	
If the School is not required to close by the Ohio Revised Code, the Sponsor may:	The School Will (If placed on academic probation):
A. Sponsor may take over the operations of the school; and/or	A. If the School does not close as required by the Ohio Revised Code, it will continue all Level 1, Level 2 and Level 3 Actions.
B. Work with the Board to replace the operator of the school; and/or	B. Meet all requirements as outlined by the Sponsor before the Academic Probation ² status is lifted.
C. May place the school in Academic Probation ² status and outline specific requirements for the School; and	C. Review all staff in relation to school failure and replace staff members where necessary; and/or
D. Continue to offer technical assistance towards improving academic instruction and student achievement.	D. Reconfigure the organizational structure of the school or adopt a new operational structure.
<p><i>Academic Probation status denotes that the Sponsor has considered the school's specific circumstances surrounding not meeting the minimum requirements stated in Attachment 6.4 and has prescribed steps to assist the school in meeting those requirements. The Sponsor will consider the options listed in Attachment 6.4 as possible interventions but will consider other options if deemed appropriate considering the school's specific circumstances. The Sponsor cannot be held responsible if the academic intervention steps do not result in a 3 Star rating or better in all components as the Sponsor will act in good faith to assist in ensuring the school is academically successful while honoring and respecting the School and Governing Authority's autonomy.</i></p>	

UPDATED DEVELOPMENT TEAM ROSTER AND RESUMES



Attachment 1- 2023 Development Team Roster & Resumes

No	Name	Role
1	Terrance N. Bivins	Board Chair
2	Richard A. Brown	Board Secretary
3	Roberto M. Davila	Board Vice Chair
4	Todd Kubasak	Board Treasurer
5	Douglas W. Merrill	Board Member
6	Mike Garcar	Board Counsel
7	Dave Massa	Massa Financial Solutions- Fiscal Agent
8	Matt Arkin	ACCEL- SVP, Innovative Schools
9	Traci Esposito	ACCEL- Proposal Writer & Strategist
10	Teren Jackson	ACCEL- Sr. Director, CTE & Student Development
11	Ryan Kilpatrick	ACCEL- Curriculum Coordinator
12	Careen Lamago	ACCEL- Director, Special Education
13	Shannon McElwain	ACCEL- Sr. Director, Online Schools
14	Stephen Narcisse	ACCEL- Director, Online School Finance
15	Shannon Slutman, Ph. D.	ACCEL- VP, Grants, Development, & Compliance
16	Susan Stagner	ACCEL- SVP, New School Development

Terrance N. Bivins

5508 Duxbury Place Lorain, Ohio 44053 440-258-6419 tnbivins@yahoo.com

Objective

To obtain a position as a board member for a public school that utilizes my expertise in working with all stakeholders on the improvement of educational values and citizenship for the United States of America.

Education

B.S | 1990 | SOUTHERN BAPTIST THEOLOGICAL SEMINARY

- Major: Theological Studies

Experience

BISHOP | WORSHIP CATHEDRAL INCORPORATED | 6-1997-PRESENT

- Head Pastor of the Worship Cathedral Incorporated Non-denominational Church of Christ.

Richard A. Brown

3572 Astor Lane
Lorain, Ohio 44053

Home Phone 440-348-1860

Q U A L I F I C A T I O N S

- 30 Years management experience in facilities management / retail industries
- Staff Management to include supervision, staffing & training
- Contract Negotiation, Scheduling, Supply Procurement
- Financial Management / Profit Control

W O R K H I S T O R Y

Merchandise Execution Team

Home Depot - Avon, OH

2014 - Present

Provide excellent customer service to customers while updating plan-o-grams.

Department Director

Support Services Solutions Group at Metrohealth Hospital System

2013-2014

Firelands Regional Medical Center

2004-2012

Sodexo Marriott Services at Health Hill Hospital

1995 - 1999

Oversaw Environmental Services, Linen, and Transportation Departments

Participated in Environment of Care Committee and Infection Control Committee

Hire & train supervisors and staff, Created staffing patterns, and policies and procedures

Integrated departmental output into hospital mission for areas of responsibility

Negotiated contracts with outside vendors

Owner/Manager,

A Steward's Financial Services

2003- Present

Oversee operation of Tax Services office. Create and implement policies and procedures. Hire and train staff. Prepare individual and business tax returns, provide equipment support

Merchandising Team Leader, Louis Leaper

2003 - 2004

Oversaw Akron area Merchandising team of 6-10 members working in Giant Eagle Stores

Custodial Manager, Sodexo Services

2002 - 2003

Elyria City Schools

Oversaw Custodial Department: Created staffing patterns, policies and procedures, and provide supervision support for Custodial, Maintenance, and Grounds Departments.

Department Director, Sodexo Services

1991 - 2002

Installed Environmental Services Unit Operating System, and trained managers in accounts

located in Kentucky, Michigan, Pennsylvania and Indiana

Augusta Regional Medical Center, Augusta, GA

Mount Sinai Medical Center, Cleveland, OH

Maintained Departmental Quality Assurance Programs

Wrote Monthly Executive Review Report

Store Manager, Revco Drug Stores

1989 - 1991

Oversaw all aspects of daily store operations.

Increased Sales by 6% during "soft economic period

Implemented loss prevention program, reducing internal theft

Department Manager, J.C. Penny Co. & Zayre Corp.

1982 - 1989

Managed "hard-line area" with staff of 30 employees, \$3.5 Million Dollars in Yearly Sales

Improved Sales Rank in District from fifteenth to fifth, Managed all Daily Operations

E D U C A T I O N

Eastern Illinois University

B.S. in Business 1982

8031 Oak Tree Drive N
Lorain, Ohio 44053
(440) 320-8217
rmdavila1@gmail.com

Professional Experience

Cleveland Metropolitan School District 2016 - Current

Assistant Principal, Almira PreK-8 School

Dean of Student Engagement and Student Support, Louis Muñoz School

Lorain City School District 2001-2016

Elementary Assistant Principal

Success for All Administrator

Principal, PACE Academy (Alternative School)

Principal, Whittier Middle School

Principal, Southview High School

Houston Independent School District 1985-2001

Small School Principal, Sam Houston High School

Principal, Thomas A. Edison Middle School

Assistant Principal, Charles H. Milby High School

Acting Assistant Principal, Charles H. Milby High School

Registrar, Charles H. Milby High School

Business Education Teacher, Charles H. Milby

Educational Experience

Master of Education (M. Ed.), Texas Southern University, Houston, TX

Bachelor of Arts (B.A.), University of Findlay, Findlay, OH

Lorain County Community College, Attended and Transferred Credits to Findlay University

Institute Experience

International Institute for Restorative Practices, Bethlehem, PA Summer of 2016

The Thoughtful Classroom - Principal Effectiveness Framework, Summer of 2014

F.A.S.T. (Formative Assessment Support Team), October – February 2012-2013

Success for All – New Leaders Conference, Baltimore, MD, Summer of 2010

Apple Institute for Educators, Cupertino, CA, Summer of 2007

Management Course for Principal, 1998-1999

The Art & Craft of the Principalship, Harvard Graduate School of Education, Summer 1998

Main Event Management Institute, 1996-1997

Staff Development Presentations

Integrated Units of Instruction
Marzano's Art & Science Framework, "The Art & Science of Teaching"
The Ohio 5-Step Process: A Cycle of Inquiry
Cooperative Learning Strategies
Vertical Alignment in Language Arts and Math
Common Core Standards: A New Foundation for Student Success
Exploring the New Learning Standards for Social Studies and Science
Integrating Language Arts in the Content Areas
Seven Actions that Teachers Can Take Right Now: Text Complexity
PARCC (Partnership for Assessment of Readiness for College and Career)
Using Value-Added Data to Inform Instruction

Other Qualifications:

- Current Lorain County Children Services Board Member
- Former Lorain Schools Health Trust Member (The District is Self-Insured)
- Former Lorain Port Authority Board Member (Appointed by the Mayor)
- Former Member of the Board of Directors for Lorain Middle School Digital Academy
- Served on two Search Committees to select Superintendents for Public Schools
- OTES (Ohio Teacher Evaluation System)
- Developed Master Schedules for Elementary, Middle & High School
- Eligibility Guide for Participation In High School Athletics
- Texas Teacher Appraiser Certification Endorsement
- Bilingual – Spanish
- Time-Management Skills
- Peoplesoft Time & Labor
- Experience with PowerSchool, Power Point/Key Note, Excel/Numbers, iMovie, Garage Band, PreSonus Capture, Quattro Pro, SASI, LLECA, Power Source, and other computer programs

References

Dr. David Hall

Superintendent
Oberlin City Schools
153 North Main Street
Oberlin, OH 44074
(440) 776-4550
dhall@oberlinschools.net

Mr. Richard G. Vasquez

Retired Principal, HISD
Charles H. Milby HS
2418 Pilgrims Bend Dr
Friendswood, TX 77546
(832) 425-4455
richardgvasquez@sbcglobal.net

Todd Kubasak

6315 Orchard Hill Blvd Lorain, Oh 44053 | 216-573-4404 | rkubasak@hotmail.com

Objective

To obtain a position as a board member that utilizes my personal and professional experience and a desire to give back to my community in a positive manner.

Education

Bowling Green University

- Major: B.A Business Management

Skills & Abilities

- Certified Athletic Coach State of Ohio
- Member of the Rotary Club of Lorain, Ohio
- Retired Veteran United States Army

Experience:

Operations Manager Libby Recycling Medina Ohio 2004-present
United States Army 1992-2004.

Douglas Wilson Merrill



- Partner

Location:

Phone:

[\(440\) 328-4574](tel:4403284574)

Fax:

440-323-3311

Email:

[Email me](#)

Attorney Douglas Merrill was born and raised in Elyria, Ohio. He is a 1992 graduate of Elyria High School. Mr. Merrill later attended Ashland University graduating with a Bachelor's of Science degree in History. In 2000 Mr. Merrill graduated from the Cleveland Marshall College of Law, and immediately began practicing in the area of Criminal Defense. Since Mr. Merrill began practicing law he has traveled to many of the Courts in the Northeast and Northwest parts of Ohio.

Areas of Practice

- Criminal 100%

Bar Admissions

- Ohio, 2000

Education

- **Cleveland State University, Cleveland-Marshall College of Law**, Cleveland, Ohio

- J.D. - 2000
- **Ashland University**, Ashland, Ohio
 - B.A. - 1996
 - Honors: With Honors
 - Honors: Dean's List
 - Major: History
 - Major: Psychology

Professional Associations and Memberships

- OSBA, Member, 2000 to 2012
- LCBA, Member, 2000 to 2012
- Lorain County Notary Commission, Member, 2004 to 2012

Past Employment Positions

- Rothgery & Associates, Attorney, 2000 to 2012

Languages

- English
- German

Fraternities/Sororities

- Phi Alpha Theta



TRACI ESPOSITO

PROPOSAL WRITER & STRATEGIST
ACCEL SCHOOLS

SKILLS & ABILITIES

Communication, writing, editing, research, attention to detail, multi-tasking, efficiency. Fluent with Microsoft Office and Google Suite. Basic knowledge of HTML

OUTREACH

Created school-wide clubs, service events and fundraisers. Pro bono consultant services offered to parents in need of academic consultation, as well as no cost research and grant writing for nonprofits and startups. Coordinator of annual Mom Boss neighborhood event.

CONTACT ME:

T 480.227.1573

E tesposito@accelschools.com

Mesa, AZ 85209

EXPERIENCE

CONSULTANT

2013-2021

Composing content for clients including social posts, blogs, flipbooks press releases, curriculum, educational research, grants, and charter school application. Proofreading, editing, providing developmental revisions for newsletters, blogs, manuscripts, website development, curriculum development and charter school applications. Co-created virtual, hybrid and at-home SEL curriculum during COVID-19.

EDUCATION PROGRAM MANAGER & ACADEMIC ADVISOR

2015-2017

Part time academic advisor for online instruction at ASU – Leading site visits to charter schools for compliance evaluation and monitoring – Evaluation of academic program through paper reviews and site visits – Statistical analysis of charter performance – Presentation of academic findings – Review of new charter applications

TEACHER – PRIVATE & CHARTER SCHOOLS

2004-2015

Mentor teacher to incoming teachers – Lead teacher in grade level band – Instructional coach for classroom management – District trainer for differentiation, technology integration, music integration and center-based learning – Created and maintained schoolwide data entry process – Led comparison of statistical data to capture year-over-year growth – Accreditation team leader – Committee chair for standards alignment

EDUCATION

- ✓ Arizona State University, 2003
 - Bachelor's Degree in Education
- ✓ University of Mary, 2013
 - Master's Degree in Education

TJ

Teren Jackson

Professional Summary

Accomplished Program Sr. Director with excellent leadership, training, and relationship-building skills. Successful in establishing and motivating dynamic teams that are critical to financial and operational success. Strong strategic-planning, implementation, and people-management skills.

Work History

ACCEL Schools – Sr. Director/Director, CTE & Student Development

McLean, VA

12/2019 – Present

Partner with Business Development team in successful approval and launch of ACCEL schools each year. Lead the planning, development, and implementation of a comprehensive CTE program for students in ACCEL schools. Drive the local business and college partnership strategy. Oversee the planning, coordination, and informed oversight of student support services implementation across ACCEL online schools. Work with cross-functional stakeholders to design, implement, enhance, and track effectiveness of student onboarding and engagement strategies.

K12 - Director, Career Readiness Education

Herndon, VA

07/2018 – 11/2019

Oversaw and supported the growth and performance of all Destinations Career Academies. Supported the success of fiscal and academic performance, as well as business operations and leadership development at each school. Led the local business and college partnership development strategy and implementation of work-based learning across all programs. Drove a culture of career readiness education at all schools through the management and professional development of school leadership staff.

K12 Inc – Director/Senior Product Manager, Student Support Services

Herndon, VA

06/2014 – 6/2018

Led the creative design and implementation oversight of national student support services programming across 50+ schools. Increased revenue in pilot year due to sustained enrollment coupled with improved academic outcomes led to expanded program scope. Streamlined operational

sservices1@gmail.com

(443) 535-2462

Columbia, MD 21046

Skills

- Business Operations
- Interpersonal and written communication
- Cross-functional team management
- Strategic planning and implementation
- Product management
- Policy and program development
- Training and staff development
- Diversity and Inclusion

Education

2003

Eastern Illinois University

Charleston, IL

Master of Arts: Gerontology, Emphasis in Counseling

- Graduated magna cum laude

2002

Eastern Illinois University

Charleston, IL

Bachelor of Arts: Psychology

- Graduated cum laude
- Member of The National Society of Collegiate Scholars
- Member of Psi Chi

processes from pilot year to full launch to save an estimated 9,000 hours per school year. Created and managed robust calendar of Training, National Professional Development and Professional Learning Communities. Developed case management tool with workflows and permissions designed to be centralized with FERPA compliance. Analyzed data from a wide variety of sources to target student issues, ensured compliance with organization policies/procedures, and monitored all program components. Facilitated national hiring plan and process for 400+ incremental FTE; managed all personnel functions to maintain adequate staffing, enhance productivity of personnel and achieve objectives within budget.

K12, Georgia Cyber Academy - Engagement Administrator/Manager, Academic Support

Atlanta, GA

10/2010 - 06/2014

Managed integrated supports serving over 14,000 students. Organized and developed a school culture that promotes collaboration throughout all schools and departments. Facilitated professional development and department meetings. Oversaw family escalations relating to compliance, truancy, and student welfare, McKinney-Vento, school-wide crisis response, testing support, and community relations. Provided supervision to a cross-functional leadership team. Recorded highest team retention rate (97%), exceeding school benchmark to support national sustained enrollment.

Additional Experience

08/2003 - 07/2012

Intensive Family Intervention Specialist, Foster Care Specialist, Placement Resource Coordinator, Child Protective Services Investigator, Case Manager, Program Coordinator

Accomplishments

- Led the launch and program design of 13+ Destinations Career Academies, increasing program enrollment by over 6,000 students nationwide.
- Recruited to initiate first Employee Resource Group within organization, currently serving as Junior Chairman.
- Initiated and led an Integrated Student Support System which increased student retention by up to 75% and student academic outcomes with state tests of Reading, ELA, and Mathematics.
- Speaker at iNacol Conference on Crisis Management Planning as one of the highest rated sessions of the conference in October 2013.
- Speaker at the 2016 National Dropout Prevention Conference on Integrated Student Supports and Using Data to Drive Engagement in a Virtual School Setting.
- Speaker at 2019 Close It Conference on Preparing Students to Thrive in the Workplace through Virtual Project Based Learning.

Certifications

National Dropout Prevention Specialist

Pragmatic Marketing (PMC-V)

Independent Facilitator of Becoming a Love & Logic Parent

Comprehensive Child & Family Assessment

Child & Adolescent Functional Assessment

Nonviolent Crisis Intervention

Child Protective Services

IMPACT

Affiliations

BUILD ERG, Junior Chairman 2017 - 2019

National Dropout Prevention Network (NDPN), member 2014 - present

Pragmatic Marketing Alumni, member 2014 - present

Love and Logic Institute, member 2011 - present

Profile: Focused and dedicated professional with over Fourteen years of experience in teaching and administrative leadership in online education. History of success in positions of progressive responsibility.

Education:

- | | |
|---------------------------------------|---|
| • The University of Akron—Akron, OH | <i>Principalship Licensure Courses, 2010-2012</i> |
| • The University of Akron---Akron, OH | <i>Master of Science Secondary Education, 2006</i> |
| • The University of Akron---Akron, OH | <i>Bachelor of Arts Sociology/Law Enforcement, 2003</i> |
| • New Philadelphia High School | <i>College prep curriculum, 1999</i> |

License:

- Professional Principal License for grades 5-12
- Professional Teaching License 7-12 Integrated Social Studies

Employment:

ACCEL Schools

2018-Present

Curriculum Coordinator, ACCEL Schools (2021-Present)

- Curriculum mapping to ensure correlation between AMP curriculum and state standards with a focus on new states.
- Support course offering and provide input on the adoption of new curricular resources.
- Research state requirements to prepare of new school launches and maintain a database of state curriculum requirements.
- Contribute to new school applications.
- Work with building leaders and teams to implement the curriculum, with a focus on new states & develops and deliver professional development

Director, Assessment and Intervention OHDELA (2020-2021)

- Advises staff and school board on policy related to student achievement and assessment
- Collaborate with the nation Director of Curriculum and Assessment on program review and evaluation.
- Lead and direct district-wide RTI and Title Reading and Math programs.
- Lead and direct district benchmarking, formative and state testing initiatives.
- Work with building administrators to create and implement remediation programs and identify students for the programs.
- Analyze student achievement and assessment data and collaborate with administrators to determine the effectiveness of the instructional program.

Assistant Principal OHDELA (2018-2020)

- Serve as an instructional leader in a K-12 online school with approximately 2,500 students.
- Responsible for the district instructional program; have created processes and procedures regarding literacy, staff professional development and staff coaching.
- Provide direct leadership and supervision to a staff of approximately 60 teachers and 10 academic advisors.
- Maintain relentless focus on student achievement and academic growth and utilize various data points on a daily basis in the pursuit of continuous improvement.

Electronic Classroom of Tomorrow

2008-2018

Principal High School (2016-Jan. 2018); Assistant Principal (2014-2016)

- Serve as an instructional leader with regard to curriculum development, student growth and progress, effective instructional strategies, classroom management, assessment of learning and data analysis.
- Assist in the selection of programs and procedures to achieve departmental goals and support the instructional program.

- Assist teachers in meeting their professional goals, provide opportunities for staff development, and provide leadership in the planning and implementation process of improving teaching and learning through effective and ongoing professional development and growth-producing feedback.

Assistant Director of Instructional Accountability (2013-2014)

- Assist the director of curriculum and instruction in the support and management of the instructional supervisor and teacher evaluation program across the district.
- Work closely with Instructional Supervisors by providing feedback, support and professional development to facilitate their role in working with teachers in support of the instructional program.

Instructional Supervisor (2011-2013)

- Direct supervisor of teachers in World History and American History; conduct monthly teacher observations in addition to year-end evaluations; compose observation reports and provide feedback to teachers to promote district goals, initiatives, and continuous improvement

High School Teacher (2008-2011)

- Provide instruction in high school social studies curriculum
- Developed and maintained online curriculum, lessons and assessments
- Maintain daily online office hours, teach live online classes, and moderate discussion forums

Ohio Distance and Electronic Learning Academy—Teacher

2007-2008

- As an online high school teacher, responsible for teaching world history and sociology.
- Developed and maintained online curriculum, lessons, and assessments

Careen L. Lomago

197 Markwood Drive
Canonsburg, PA 15317
(412) 303-3488
Clomago1@gmail.com

Education:

Indiana University of Pennsylvania	1997 - 2001
Elementary Education	
Dual Certification in Special Education	
Endicott College - Wilson Language Training	2005 - 2006
Wilson Reading Certification – Level 1	
Pennsylvania State University	2011 - 2012
Special Education Supervisory Certification	

Certifications:

Elementary Education – Pennsylvania Level II Teaching Certification
Special Education – Pennsylvania Level II Teaching Certification
Special Education Supervisory Certification
Wilson Dyslexia Practitioner – Wilson Reading System, Level 1
QBS – Safety-Care Trained

Work

Experience:

ACCEL Schools	July, 2019-
Special Education Director, Virtual	Present
Responsibilities include:	
Support and oversight of special education managers and special programs for ACCEL Schools managed schools nationally	
Pittsburgh Public Schools	January, 2017-
Program Officer:	June, 2019
School Management and Compliance	
Program for Students with Exceptionalities	
Responsibilities include:	
Supervision and support for seven schools within the district. Providing professional development, holding monthly meetings with staff, ensuring compliance, serving as LEA, support of equitable participation for the district	
K12 Inc.	July, 2015 -
Northern Region Special Programs Manager	November, 2016
Responsibilities include:	
Support and oversight of special education managers and special programs for K12 managed schools in the northern region states (OH, MI, IA, IL)	

K12 Inc. July, 2013 –
Director of Special Education, K-8 July, 2015
Agora Cyber Charter School
Responsibilities include:
Supporting special education academic coaches and teachers, organizing and holding department meetings and professional development, serving as LEA, LEA scheduling and training, teacher observations and evaluations

K12 Inc. July, 2012 –
Assistant Director of Special Education, K-6 July, 2013
Agora Cyber Charter School
Responsibilities include:
Supporting special education academic coaches and teachers, organizing and holding department meetings and professional development, IEP program management and training, serving as LEA, LEA scheduling and training, teacher observations and evaluations

Agora Cyber Charter School July, 2010 –
K-6 Special Education Program Specialist June, 2012
Responsibilities include:
Supporting special education teachers, serving as LEA, LEA scheduling and training, managing teacher's rosters, teacher observations and evaluations

Agora Cyber Charter School August, 2009-
3rd / 4th Grade Special Education Teacher June, 2010
Middle School Lead Teacher
Responsibilities include:
Supporting middle school special education teachers, serving as LEA, managing teacher's rosters, teacher observations and evaluations, teaching and supporting a class roster of 25 students

Pittsburgh Public School District August, 2008 -
Weil Accelerated Learning Academy June, 2009
Primary Learning Support Teacher K-4
Responsibilities include:
Co-teaching and pull-out to meet the specific needs of each child,
RtI school coordinator, Developing and monitoring behavior support plans for children throughout the building

SHANNON MCELWAIN

Oxford, PA

EDUCATION

Penn State University, Schreyer Honors College

B.S. Human Development and Family Studies

Area of Concentration: Children and Youth

1995-1999

Honors Thesis: The Effects of Birth Order on Father Infant Shared Positive Affect

Graduated with Honors and High Distinction

Immaculata University

Certification in Early Childhood and Elementary Education

2001-2003

West Chester University

M. Ed Elementary Education

2006-2009

Areas of Concentration: Journalism, Proposal Writing

Edinboro University

Post Master's Degree Work – 24 Credits

2010-2015

Educational Leadership

AWARDS

Phi Eta Sigma National Honors Fraternity

College of Health and Human Development Honor Society

Penn State Schreyer Scholars Program - Honors and High Distinction

ETS Recognition of Excellence for score on PRAXIS Elementary Ed: Content Knowledge

Avon Grove Charter School: Teacher of the Year, 5 & 10 Year Service Awards

EXPERIENCE

Senior Director of Operations, Online Schools - ACCEL Schools

Current

Executive Director, Insight Pennsylvania Cyber Charter School – K12 INC 7/2017-3/2019

Director, National Instructional Coaching - K12 INC

7/2015-7/2017

Director of K-12 Academics, Agora Cyber Charter School – K12 INC

7/2014-7/2015

Upper School Principal (6-12) – Avon Grove Charter School

8/2012-8/2014

Middle School Principal (6-8) – Avon Grove Charter School

8/2011-8/2012

Upper Elementary School Assistant Principal (3-5) – Avon Grove Charter School 6/2010-8/2011

Early Elementary Student Services Coordinator (K-2) – Avon Grove Charter School 8/2009-8/2010

Elementary School Lead Teacher – Avon Grove Charter School 8/2003-8/2009

RESEARCH EXPERIENCE

Penn State University Emotional Beginnings Project Research Assistant

Penn State University Family Relationships Project Research Assistant

NATIONAL PUBLICATIONS AND PRESENTATIONS

**iNacol Presenter: Growing New and Experienced Teachers to Highly Effective Teachers
Nov. 2015**

Stephen I. Narcisse

1015 I Street NE, Washington, DC 20002
(C) 703-856-7014
snarcisse@gmail.com

EXPERIENCE:

Accel Schools (McLean, VA)

May 2021-Present

Director Online School Finance

Responsible for Virtual Schools expense budgeting and forecasting, new school development support, financial analyses and recommendations, and monthly reporting.

- Provide leadership and guidance to help build a solid foundation to grow and scale the organization
- Operational and Financial model design, development, and oversight, including unit economics and marginal contribution insights
- Establish deal desk to support new market entry; develop, review and coordinate approval for pricing and school model
- Develop competitive intelligence and market comparables; provide benchmarks and guardrails to drive operational success
- Liaison to School Development & Operations for all things Finance/Accounting related
- Represent Accel Finance for all things external; Board, Sponsor and State meeting events
- As needed, partner with “Local Market” experts to support charter application process, and translate business requirement to support management service agreements
- Internal stakeholder decision support (school management, operations, shared services)
- Publish monthly reporting package (internal/external)
- Contract compliance and resolution
- Integrated Planning (lead financial, business, and strategic planning)
- Drive financial health of organization (business analysis, KPI’s, and portfolio optimization)
- Liaison to Shared Service Accounting (invoicing/collections/general ledger inquiries)

AARP Services, Inc. (Washington, DC)

June 2015-May 2021

Finance Manager

Responsible for Media Sales, Co-op Partnerships, Oak Gym, and Third Party expense budgeting and forecasting, financial analyses and recommendations, and monthly reporting.

- Prepare budgets and forecasts, totaling about \$50M of operating expenses, for both the Media Sales and Marketing groups based on their operational goals and objectives
- Own and manage multiple models to generate \$100M in transfer pricing calculations that budgets and forecasts all of ASI’s Intercompany Revenue and expense
- Analyze monthly financial results to improve financial processes and to explain material variances to the budget and forecast
- Lead the Media Sales and Marketing groups’ month-end close processes
- Provide other analysis, consultation, and ad hoc reporting as needed by senior management
- Calculated AARP Services’ \$100M Intercompany Bill to AARP along with updating and maintaining the associated models
- Serve as the Hyperion specialist for the team

K12, Inc. (Herndon, VA)

June 2009-May 2015

Director Product Development Finance, Planning and Operations

Responsible for Product Development’s budgeting and forecasting, operational and financial analyses and recommendations, administration of the department’s labor cost reporting system, and monthly reporting (including capitalization).

- Manage budgeting, forecasting, actuals reporting, and analysis for all of Product Development’s departments and brands for almost \$30M
- Identify, analyze, and regularly report on key operational and financial metrics (including resource utilization), root cause investigations, and provide pertinent recommendations to senior management to achieve organizational goals
- Accountable for the overall administration of the department’s labor and expense cost tracking and reporting system
- Responsible for maintaining project budget templates, the department’s standard labor rates, and evaluation of all project budgets
- Supervise and provide professional development for Finance team members

- Establish and maintain department financial and operational controls and policies consistent with Sarbanes Oxley requirements
- Manage communication and interaction with internal and external auditors
- Lead Product Development's month-end reporting process to ensure all capitalized costs are reported accurately
- Provide input to contracting process regarding vendor payment structures, review contracts as needed and coordinate with vendors regarding payment/contract issues
- Act as primary interface with accounting and other departments as required
- Supported the Finance team's Hyperion implementation
- Provide other analysis, consultation, and ad hoc reporting as needed by senior management

Director, School Management & Services Finance

Serve as the lead finance and business officer for K12 Schools in the South Region.

- Developed monthly financial reporting, forecasting and detailed variance analysis for South Region schools accounting for over \$90M
- Provided counsel to Region Heads of School and Region Finance Director on strategic, business and financial matters
- Served as support for Business Development and Sales teams with the creation of financial models for new schools
- Partnered with Shared Services to develop and implement accounting policies and internal controls
- Prepared and present budgets and financial results for individual School Boards of Trustees
- Assist schools to ensure proper accounting and usage of state and federal funding programs

SKILLS:

Financial Reporting, Financial Analysis, Business Case Development, Financial Modeling, Oracle Financial Systems, Hyperion, Microsoft Word, Excel, PowerPoint and Adaptive Planning

EDUCATION:

James Madison University, B.B.A. – Finance
American University, MBA

Shannon Metcalf Slutman

Wilmington, DE

Education 1996 Washington College Chestertown, MD
BA/Psychology

1998 University of Delaware Newark, DE
M. Ed./Elementary School Counseling

2004 University of Delaware Newark, DE
Ph. D./Family Studies

- Dissertation Title: The Influence of Parents and Peers on Low SES, Minority, Adolescent Girls' Self-Concept.

Professional experience 2003-Present ACCELSchools (Mosaica Education)
V. P. Grants, Compliance and Development

- Responsible for researching, coordinating, writing, and program development for entitlement, foundation, and competitive grants for over 50 online and brick and mortar charter schools.
- Responsible for managing state and federal compliance for all schools in the portfolio including NSLP, state pupil reporting, and authorizer reporting.
- Responsible for the development of charter school applications and proposals for brick and mortar and online charter schools.
- Experience reviewing grants for U.S. Department of Education and Ohio Department of Education.

1998-2003 Cecil County Public Schools Elkton, MD
Child Development Counselor

- Created a developmental counseling program at an elementary school with 550 at-risk students.
- Initiated the first mentor program with local businesses.
- Participated in curriculum alignment for the district developmental counseling program.
- Named Maryland's School of the year for excellence in Character Education.
- Served as a member of the Crisis Emergency Management Team, School Improvement Team, Student Services Team, County Counseling Crisis Team and School Climate Committee.

2000-2007 Washington College Chestertown, MD
Adjunct Professor for the Department of Psychology

- Responsible for the design and instruction of undergraduate and graduate psychology courses.
- The following courses have been instructed: PSY 302 Lifespan Development (Spring & Fall 2000, Spring 2002), PSY 407 Psychology

of Gender (Fall 2001), PSY 501 Infancy and Childhood Development (Summer 2002, Spring 2003), PSY 598 Drugs and Behavior (Summer 2003), PSY 510 Exceptional Children (Spring 2007).

2001 & 2004 University of Delaware Newark, DE

Adjunct Professor for the Department of Education

- Responsible for the design and instruction of undergraduate education courses.
- The following course was instructed: EDUC 433 Non-school factors affecting learning in the classroom (Summer 2001, Winter 2004).

Accreditations

National Board Certified Counselor

**Peer Review
Experience**

Ohio Department of Education: Charter School Program Grant/Ohio Community Schools Grant (2005, 2006, 2007)

US Dept. of Ed Office of Safe and Drug Free Schools: Safe Schools/Healthy Students (2006)

US Dept. of Ed Office of Safe and Drug Free Schools: Emergency Response & Crisis Management (2006, 2007)

US Dept. of Ed Office of Innovation and Improvement: Model Development and Dissemination Grants Program-Arts in Education (2008)

SUSAN L. STAGNER

5335 Spring Meadow Lane, Sylvania, Ohio |
+1-443-986-1440 (mobile)
sstagner19@gmail.com

EDUCATION INNOVATION LEADER, STRATEGIST, IMPLEMENTER

School Leadership | School Development | Strategic Partnerships | Board Relations | Online Learning Policy

SKILLS PROFILE

- Proven national leader in opening, operating, and growing full-time virtual schools, online learning programs, and blended schools
- Cross-functional collaboration with school leaders, school boards, charter school authorizers, and key community stakeholders
- Leadership experience with up to 300+ person teams and budgets
- Proactive policy communication with state stakeholders on virtual school quality, student engagement, and instructional best practices

PROFESSIONAL EXPERIENCE

Senior Vice-President, ACCEL Schools

2019 — present

McLean, VA

- Leads the company initiative to open new quality virtual schools
- Support the continuous improvement of the company's virtual school service offering

President, Focus Online & Blended Learning, LLC

2018 — 2019

Sylvania, Ohio

- Founded Focus OBL, LLC to improve the quality and sustainability of virtual schools and online learning programs
- Serving K-12 school districts, charter schools, authorizers, and education service providers on how to improve their school operations, leadership, sponsorship practices, or other uniquely identified projects.

Vice President, State Relations, Pearson Online & Blended Learning

2011 — 2018

Columbia, Maryland

- Led the development and launch of new virtual schools in Colorado, Iowa, Indiana, Ohio, and Minnesota
- Supported current virtual school partners with community and stakeholder engagement including lawmakers and DOE officials
- Proposed responsible virtual charter school policy including student engagement policies and other best practice education policies adapted for online schools and programs
- Assisted in the school development and launch of blended learning schools in Ohio and Indiana

Vice-President of Schools, Connections Academy

2010 — 2011

Baltimore, Maryland

- Served as regional Superintendent of current partners schools in California, Nevada, Kansas, and Pennsylvania along with supporting the launch of new virtual charter schools in Michigan and Indiana

President, Distance & Electronic Learning Academies, White Hat Management

2009 — 2009

Akron, Ohio

- Overall responsibility for academic performance, systems, finance, supply chain, marketing and enrollment

Vice-President, School Services and Management, K12 Inc.

2007 — 2009

Herndon, Virginia

- Served as the regional Superintendent for eight states supporting virtual and blended partner schools
- Responsibility for academic, operational and financial outcomes reporting to both school boards and company

Head of School, Ohio Virtual Academy, K12 Inc.

2002 — 2007

Maumee, Ohio

- First statewide virtual school in Ohio to achieve an "Effective" report card rating and receive a commendation by the State Board of Education
- First K12 Inc. partner school to be dual certified by the Commission on International and Trans-Regional Accreditation (CITA) and the North Central Association (NCA)
- First Ohio charter school leader to be nominated and complete the Ohio Superintendent Leadership Institute

ADDITIONAL PROFESSIONAL EXPERIENCE

Director, Toledo Technology Academy, Toledo Public Schools

EDUCATION AND ACTIVITIES

- Bachelor of Science in Electrical Engineering, **University of Detroit** (1987)
- Master of Business Administration, **University of Michigan-Dearborn** (1997)
- Co-Founder and Board Chair, **Ohio Alliance for Public Charter Schools** (2008-2017)
- Appointed member, **Governor of Ohio's Digital Task Force** (2011-2012)
- Member, **International Association of K-12 Online Learning (now Aurora Institute)** (2003- present)
- Member, **State of Ohio RemotEDx Coordinating Council**- (2020-present)

- **SPONSOR INFORMATION**
 - Responses to Questions
 - Staff Experience Spreadsheet
 - Resumes of Charter School Specialists
 - ADA Draft Comprehensive Assessment
 - Policies and Procedures
 - Site Reports and Annual Reports from Sponsored Schools

SPONSOR RESPONSE TO QUESTIONS ATTACHMENT

1. Describe the sponsor's experience with internet or computer-based community schools. Please indicate the number of internet- or computer-based community schools the sponsor has provided monitoring and technical assistance to since the inception of such activities. Preference will be given to sponsors with multiple years of experience with internet-or computer-based community schools.

St. Aloysius contracts with Charter School Specialists to provide the oversight, monitoring and technical assistance of 52 general population, 21 drop-out recovery (computer based), 3 internet drop-out recovery schools and 1 blended learning drop-out recovery school. Because of this partnership, St. Aloysius brings to this new vocationally focused e-school much diverse expertise working with a variety of school models including internet – or computer-based schools.

St. Aloysius was approved to become a community school sponsor in 2005, and by 2007, a half dozen computer-based drop-out recovery schools were added to its portfolio. The Ohio Department of Education had requested that St. Aloysius add these schools and immediately approved St. Aloysius to be a state-wide sponsor. As St. Aloysius continued to develop significant expertise in providing monitoring and technical assistance to computer-based schools, over the next 17 years, existing schools switched their sponsorship to St. Aloysius, and developers of new schools exclusively applied to St. Aloysius. St. Aloysius is currently the largest sponsor of all computer-based schools. In 2019, St. Aloysius' reputation led to Greater Ohio Virtual School deciding to end their sponsorship arrangement with the Office of School Sponsorship, at the Ohio Department of Education, and initiated sponsorship with St. Aloysius. By 2021, Fairborn Digital Academy also decided to initiate sponsorship with St. Aloysius. As specifically internet schools with a focus on drop-out recovery students, both of these schools are benefiting from an increased level of monitoring and technical assistance due in part to St. Aloysius' experiences serving 22 computer-based drop-out recovery schools and a staff with comprehensive experiences with internet schools in the areas of special education, federal programs, college and career readiness, and the electronic delivery of instruction. It is worth noting that many of the computer-based schools have models that are hybrids of internet schools providing blended instruction.

These listed experiences with computer and internet-based school models are significant in breadth and variety. St. Aloysius, as an exemplary sponsor, has significant expertise in providing monitoring and technical assistance to all types and models of educational delivery. This expertise is evidenced in our evaluations and in surveys of our schools. A vocationally focused school like Pathfinder will greatly benefit from the variety of expertise that St. Aloysius will provide.

While the results are thoroughly delineated within the Sponsor Evaluation System, St. Aloysius exceeds the expectations for an Exemplary Sponsor. The key elements of monitoring are listed below.

- 2x per year compliance monitoring and technical assistance while school is in session.
- Special education monitoring and technical assistance including site visits.
- Federal programs monitoring and technical assistance.

- College and Career Readiness monitoring and technical assistance
- Onsite Assistance Reviews (education plan and implementation monitoring and technical assistance)
- Attendance at nearly every Governing Authority meeting
- Legal updates
- Advocacy
- Professional Development (catalog and on demand)

Charter School Specialists also provides the following additional experiences and expertise:

- Charter School Specialists was engaged by the Governing Authority of Ohio Distance and Electronic Learning Academy to perform an FTE review to assess whether the operators had sufficiently monitored and submitted appropriate learning engagement hours and would significantly reduce any adverse claw back by the Ohio Department of Education. The report was approved by the Governing Authority and additional steps were taken to improve the process of reporting.
- In 2011, Charter School Specialists was approached by Akron Virtual Academy to conduct a thorough assessment of the school. A thorough assessment was conducted over a three-month period. The assessment included reviews of various key documents and school processes in the following components of the school operations:
 1. Academic Performance
 2. Fiscal Performance
 3. Federal Program Allocations & Expenditures
 4. Governance and Operational Compliance

A formal report was presented including findings and recommendations for improvement. This report is included as Exhibit 1 to this narrative.

2. Describe the sponsor's assessment of the degree to which each of its sponsored internet-or computer-based schools is meeting the operating standards for online schools and complying with all applicable laws and rules. If applicable, describe the specific steps taken to correct each internet- or computer-based school's compliance with applicable laws and rules in the two most recent evaluation cycles.

Through our comprehensive legal policy update process, we inform each school and governing authority of the changes that are made to Ohio Revised Code and Ohio Administrative Code. Each year CSS, on behalf of St. Aloysius, then conducts several on-site visits to all of its sponsored schools. During these visits, it assesses compliance with all applicable rules and laws, compliance with all applicable rules and laws unique to internet or computer-based schools, special education requirements, and the school's overall education plan. An example of a site visit report, spring survey and annual report for an on-line school are included for review. St. Aloysius through Charter School Specialists holds each internet or computer-based school to the national standards through the charter's education plan and accountability sections of the charter agreements. It is important to note that CSS has followed the evolution of these standards and now compares our schools to the new standards used by the NSQ. These standards can be

found at <https://www.nsqol.org/>. These standards, rule and law are assessed each year at the site visits mentioned above. Any standard that is found to be less than compliant is addressed through technical assistance, a corrective action plan, probation and if absolutely necessary, suspension or termination. CSS and St. Aloysius maintain clear and concise policies on all corrective action procedures. These are attached to this section for review.

3. Has the sponsor ever terminated or nonrenewed sponsorship with an internet- or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate sponsorship for each internet- or computer-based school. Describe specific actions taken by the sponsor and timeline for each action. If the sponsor has not had to terminate or non-renew sponsorship with an internet- or computer-based school, please describe what circumstances would lead the sponsor to the decision to terminate sponsorship and specific actions the sponsor would take, including timeline for each action.

St. Aloysius has not terminated or nonrenewed sponsorship of any internet – or computer-based school. St. Aloysius performs a thorough high stakes review beginning the fall before the expiration of the school's contracts. Included for review in the policies and procedures is the termination and non-renewal process which includes, the timeline for the renewal process, renewal process policies and procedures and the final renewal reports provided to the schools. Additionally, St. Aloysius and Charter School Specialist provide each school, including all internet- or computer-based schools, an annual report detailing the school's current progress based on charter accountability documents. A copy of this annual report is provided for review.

4. Please detail the previous experience of key personnel employed by the sponsor in providing oversight for schools utilizing an online or blended learning models. [see attachment and resumes]

The sponsor has several key staff with experience in both online and blended learning models. Kerry Jupina and Susan Scarponi have multiple years of experience with drop-out recovery on-line programs in both the areas of career technical education and special education. Kerry and Susan were employed by White Hat Management prior to coming to work for Charter School Specialists and have assisted in helping all the drop-out recovery and blended learning schools sponsored by St. Aloysius. Collectively, they have over forty years of experience with these types of schools.

Andrea Dobbins has been added to the Charter School Specialists team as our on-line school expert. She comes with sixteen years of experience in administration at an on-line school. She currently supports all the on-line programs sponsored by St. Aloysius.

Several key members of the management staff at Charter School Specialists have been integral in supporting the St. Aloysius on-line schools. Dave Cash, Brian Dunbar and Tammie Osler have all assisted these schools in complying with eschool related laws. Additionally, Buddy Watts as participated in drop-out recovery and eschool related work groups at both the Department of Education and Charter School Specialists.

5. Has the sponsor had oversight responsibility for a school that has received a full-time equivalency determination issued by the state education agency? If so, please include the school(s) and year(s).

Annually all of St. Aloysius' schools submit to a full-time equivalency review. The results of these reviews frequently require either a relatively small pay back of funds, from the school to the state, or additional funding being provided to the school from the state. We monitor the results of these reviews and also return funds back to the schools when it is determined that we have invoiced more funds than we are contractually permitted. If our monitoring determines that the school is in need of technical assistance regarding the school's submission of attendance or engagement data, we have provided that assistance. It would be unreasonable to provide a list of all schools, and all years in which these small adjustments have been made.

Since the funding model changed for internet schools, the Greater Ohio Virtual School has experienced a claw back of funds every year. The results for FY 2022 may or may not be different. As an internet school and a drop out recovery school, these claw backs are unavoidable based upon the typical funding model. Students needing a drop out recovery school, need the school because they are disengaged, thus it is impossible to not lose funding. Greater Ohio Virtual School has endured an overpayment and claw back for FY 20, FY 21, and FY 22 during our sponsorship. These claw backs were planned for and expected. Recently, St. Aloysius advocated for the passage of HB 123. This Bill established a pilot funding system for internet drop out recovery schools, providing some accommodations for the funding for services for this challenging population. Greater Ohio Virtual School under reports in an effort to reduce these claw backs and combined with the being approved for HB 123 pilot funding may avoid any significant claw back for FY 22. We also expect a claw back for Fairborn Digital Academy, as this school is also a drop out recovery school, but as it is also participating in the HB 123 funding pilot, the numbers should also be smaller.

STAFF EXPERIENCE SPREADSHEET
ATTACHMENT

			EXPERTISE AREAS:									
		Years of Experience with Community Schools	Curriculum	Instruction	Assessment	Special Education	School Accountability	School Governance	English Learner Instruction	School Facilities	Community School Law	E-School
Cash	Dave	22	X		X	X	X	X		X	X	X (5 years)
Chase	Molly	1	X	X								
Danals	Ben	8	X	X	X	X	X		X			
Dawson	Bekah	1	X	X		X			X			
Dimoff	Carol	10					X	X				
Dobbins	Andrea	16	X	X				X				X (16 years)
Dunbar	Brian	16	X	X	X							X (5 years)
Dunlap	Kim	9					X	X				
Harris	Buddy	6	X	X	X		X	X			X	X (2 years)
Heyman	Jennifer	10	X	X	X		X	X	X			
Hoffman	Joni	22					X	X				
Isaac	Carla	17						X		X		
Junior	Delores	10	X	X			X	X				
Jupina	Kerry	21			X	X		X				X (8 years)
Kee	Jason	1					X	X		X	X	
Lamb	Dan	10					X	X				
Mann	Angie	12					X				X	
Osler	Tammie	13					X	X		X	X	X (5 years)
Scarponi	Susan	22			X	X			X			X (5 years)
Sherman	Nannette	4	X	X	X	X	X		X			
Stoy	Frank	19			X		X	X			X	
Willenborg	Daniel	1	X	X	X		X	X				

RESUMES OF CHARTER SCHOOL SPECIALISTS

Dave L. Cash Jr.

40 Hill Rd South, Pickerington, OH 43147
(614)837-8945 dcash@charterschoolspec.com

Principal
Rosemont School

1993-1999
Columbus, Ohio

Administrator of innovative alternative education school providing a combination of education and mental health services. Designed and implemented social and emotional learning curriculum to match mental health programming. Established, coordinated, and directed close working relationship with various public and private education and mental health entities. Initiated, designed and implemented collaborative relationship between Rosemont School, Salesian Boys' and Girls' Club of Columbus and the Franklin County Juvenile Court. Wrote yearly Federal Title grants to provide school-based substance abuse intervention services. Assisted in acquiring \$200,000 in private donations for a computer lab and guided training in computer assisted instruction.

Assistant Principal
Rosemont School

1991-1993
Columbus, Ohio

Served as the primary disciplinarian and crisis counselor. Responsible for completing various required Ohio Department of Education forms. Administered the summer remedial reading and math program. Liaison to other mental health service providers. Directed student council and various incentive programs.

Case Manager
The Buckeye Ranch

1990-1991
Grove City, Ohio

Supervised severely emotionally disturbed adolescents in a school to work program. Provided individual and group counseling. Liaison to community collaterals and families. Marketed program to various school and mental health organizations in the community.

Caseworker
Richland County Children's Services

1989-1990
Mansfield, Ohio

Provided individual and group therapy to emotionally disturbed adolescents in a group home and in a residential center. Completed mental health assessments as needed. Assessed and evaluated children in order to determine need for long term residential treatment. Selected appropriate treatment facilities for children assessed and served as liaison to those facilities. Lead case presentations to acquire funds from community leaders.

Education

Educational Administration (24 credit hours continuing education)
The University of Dayton

1997
Dayton, Ohio

M.A. COUNSELING
Ashland University

1994
Ashland, Ohio

B.A. PSYCHOLOGY & RELIGION/PHILOSOPHY
Wilmington College

1986
Wilmington, Ohio

Certificate

Ohio Department of Education, Non-tax Principal Certificate 1992

References

Upon Request

Dave L. Cash Jr.

40 Hill Rd S, Pickerington, OH 43147 (614)837-8945 dcash@charterschoolspec.com

Employment

President

Charter School Specialists

2004-Present
Columbus, Ohio

The Founder and President of Charter School Specialists. This nationally known community school consulting organization provides array of implementation, operational and technical assistance services to community schools and community school sponsors. Many work products are developed including community school contracts, proposals, and evaluation materials. Charter School Specialists is frequently consulted by organizations around the country to assist in their development of schools and sponsoring organizations.

Compliance Manager

Ohio Council of Community Schools

2003-2004
Toledo, Ohio

Evaluated new charter school proposals and then provided recommendations for disposition. Assisted new developers of charter schools in Charter School law, facility acquisition, and other technical assistance for initial operations. Developed and implemented all necessary technical workshops and documents to assist schools in successful planning, start-up and ongoing operations. Responsible to monitor and assess the compliance of each sponsored charter school to the Ohio Revised Code, Ohio Administrative Code, and all contractual elements within the charter school contract. Drafted position papers, and speaking points for Executive Director and for the Council. Attended State Board of Education meetings and formally represented the Ohio Council of Community Schools. Developed and implemented State-wide special education conference.

Education Consultant III

Ohio Department of Education

2000-2003
Columbus, Ohio

Reviewed and evaluated all new charter school proposals. Negotiated charter school contracts with new developers. Provided technical assistance to school developers to facilitate the implementation of new community schools. Provided in-depth technical assistance to existing community schools in the Columbus and Southeast Ohio regions. Monitored compliance of assigned community schools to school contract and all pertinent state and federal laws. Served on the Local Report Card steering committee and School Improvement committee. Served as liaison to the Information Technology Office in regards to Education Management Information System (EMIS). Served as liaison to the Office for Exceptional Children. Project lead for Workshop 4 (Special Education Educator training). Team lead for the Community School Performance project. Assisted in the development of policies and procedures within the Office of Community Schools. Presented at education conferences and to school districts and other educational entities. Developed and implemented State-wide special education conference.

Tammie M. Osler, Esq.

Objective

Experienced and accomplished attorney with over fifteen years of professional experience looking to leverage extensive experience in legislation, management, legal writing, litigation, contract negotiation, client counselling, operational oversight, compliance, and human resources services in a new position.

Education

JURIS DOCTOR | 2001 | UNIVERSITY OF AKRON SCHOOL OF LAW

- Major: Law
- Licensed to practice law in the State of Ohio since November 2001

BACHELOR'S DEGREE | 1996 | UNIVERSITY OF MOUNT UNION

- Major: Political Science
- Minor: Accounting
- Related coursework: Pre-Law

Skills & Abilities

MANAGEMENT

- Manage Legal Department at Charter School Specialists
- Managed sponsor evaluation submission with 100% on time completion
- Trained in Emotional Intelligence
- Ability to lead up

COMMUNICATION

- Participate on Management Team at current position representing the Legal Department
- Advise President on all company legal matters
- Excellent advisory skills
- Negotiation and persuasion skills
- Advise governing authorities on charter school governance and laws

VOLUNTEER EXPERIENCE

- Served on Community Group Advisory Committee at church
- Lead 5-10 community group coaches

Experience

GENERAL COUNSEL

Charter School Specialists, Pickerington, Ohio

March 2009 – Present

- Executive Management Team Member
- Achieved Effective Rating on Sponsor Evaluation allowing the opportunity for the company to expand by 10%
- Increased company efficiency by 20% by developing and implementing standard operating procedures

- Achieved 100% performance on monthly key performance indicators
- Effectively manage and operate legal department
- Handle all corporate litigation services
- Work with outside counsel as required
- Draft education legislation and work with the Ohio Department of Education, Ohio State Governor's Office and Joint Committee on Agency Rule Review

STAFF ATTORNEY

The Ohio Department of Education, Columbus, Ohio
2009

March 2007– March

- Successfully managed all teacher/administrator misconduct investigations and hearings.
- Negotiated consent agreements and voluntary surrenders of teacher/administrator licenses.
- Partnered with Attorney General's Office to conduct license revocation hearings.

ASSISTANT PROSECUTOR

Canton City Prosecutor's Office, Canton, OH
2006

November 2001 – March

- Litigated over 50 cases while managing a docket of one hundred cases per month
- Conducted pre-trials, motion hearings and trials.
- Successfully built attorney intern program, hiring and managing interns
- Resolved citizen complaints with 100% satisfaction

References

Frank Stoy
 Compliance Coordinator
 Charter School Specialists
fstoy@aol.com
 (419) 386-6511

Annette Hohnberger
 Buji ActionCoach
annette@bujibusiness.com
 (614) 778-0120

Faith Behringer
 Ohio Department of Education
faithmilam@aol.com
 (614) 338-5508

C. David Paragas
 Partner
 Barnes & Thornburg, LLP
david.paragas@btlaw.com
 (614) 628-1407

ANGELA N. MANN

SUMMARY OF QUALIFICATIONS:

Highly skilled Administrative Assistant with years of professional experience providing high-level office, administrative and clerical support in a variety of business settings with the ability to efficiently meet tight deadlines, and safely handle confidential information.

- Efficient in Microsoft Office Word, Excel, PowerPoint, Outlook, Dropbox, JotForms, Sharepoint.
- Organized, excellent communicator and customer service skills.
- Dependable, skilled in all aspects of office management.
- Detail oriented, keyboard 60 wpm.

PROFESSIONAL EXPERIENCE:

CHARTER SCHOOL SPECIALISTS (CSS) - Pickerington, Ohio

Educational Programs Assistant

2010 / Present

- Manage administrative process for the CSS School Improvement Team and assist charter schools achieve academic excellence.
- Oversee and provide support to ensure that our sponsored schools are compliant with federal program requirements.
- Provide administrative support to legal counsel, including compiling applications for sponsorship, new contracts and renewals.
- Provide administrative support to maintain the CSS annual compliance database.
- Ability to work independently and complete multiple administrative tasks and special projects with high level of accuracy.

THE OHIO VETERINARY MEDICAL LICENSING BOARD - Columbus, OH

Administrative Assistant 2

2008 / 2010

- Provided administrative support to the Executive Director in compiling confidential information for our stakeholder agencies, including the State of Ohio Veterinary Board, the State of Ohio Office of the Attorney General, as well as distributing the information to the constituents.
- Supervised and communicated decisions and direction to the Office Clerk. Responsible for the review and issuance of veterinary and veterinary technician licensure applications.
- Assisted the Executive Director with compiling and formatting correspondence to constituents.
- Assisted the Office Clerk with routine clerical tasks, including answering telephones, direct callers, monitor and respond to general emails from the public, reserve conference rooms, etc.
- Assigned case number and assisted in monitoring investigations, maintained a large database for licensure renewal, assisted with logistics for monthly State Board meetings, compiled / distributed Board meeting minutes.

ANGELA N. MANN

THE OHIO DEPARTMENT OF EDUCATION, OFFICE OF PROFESSIONAL CONDUCT - Columbus, OH

Administrative Assistant 1

2005 / 2008

- Assisted the Executive Director in compiling confidential information for stakeholders, communicated decisions and direction to the office staff on behalf of the Executive Director.
- Monitored and coordinated the administrators' schedules, planned meetings & conferences, scheduled administrative hearings, assisted in preparing materials for group projects; prepared, mailed, faxed, and tracked routine correspondence. Assisted in closing out case investigation files. Reviewed and issued licensure applications. Efficiently performed many other routine clerical tasks.

THE OHIO DEPARTMENT OF EDUCATION, OFFICE OF BOARD RELATIONS – Columbus, OH

Office Assistant 3

2003 / 2005

- Assisted the Executive Director with compiling and formatting of correspondence from State Board members to constituents. Responsible for maintaining a large database of mailing labels for monthly mass mailings. Prepared materials for distribution at each State Board of Education meeting. Maintained and tracked all incoming & outgoing correspondence through CorrTrack. Assisted with State Board meeting logistics, and efficiently performed many other routine clerical tasks.

EDUCATION:

- **Diploma in Business** (1997)
Westland High School, Galloway, Ohio

REFERENCES:

- Available upon request.

JASON P. KEE
1541 E. Quail Run Dr
Newark, OH 43055
Mobile Phone: 740-258-8932
Email: jasonpkee@gmail.com

Summary of Professional Qualifications:

- ❖ 11 years of Management and Supervisory experience
- ❖ Bachelor's Degree and Juris Doctorate
- ❖ Ohio School Business Manager License
- ❖ Licensed to practice Law in the state of Ohio
- ❖ Member of MENSA

Work Experience

Gahanna Jefferson Public Schools	July 2018 – current
Director of Transportation	Gahanna, OH

Management of daily route operations, field trip operations, transportation budget management, supervision of transportation personnel, interviewing and hiring Transportation Personnel, communication with parents and school staff regarding transportation concerns, scheduling students and routes, preparing reports for Ohio Department of Education, training of transportation personnel, and student behavior management.

Newark City Schools	August 2011 – July 2018
Director of Transportation	Newark, OH

Management of daily route operations, field trip operations, transportation budget management, supervision of transportation personnel, communication with parents and school staff regarding transportation concerns, scheduling students and routes, preparing reports for Ohio Department of Education, training of transportation personnel, and student behavior management.

Law Firm of Jason P. Kee, Esq.
General Practice Attorney

2009 – 2011
Newark, OH

Handling general practice matters with a primary focus of domestic relations, preparing estate plans and probating estates, advising businesses and representing those businesses in litigation and arbitration matters.

Zollinger, Gruber, Thomas & Co.
Real Estate/Business Firm Associate

2007 - 2009
North Canton, OH

Document drafting for several areas of law, primary attorney for all trust and estate matters, handling all litigation matters for specific corporate clients, advising clients regarding commercial real estate transactions.

Education:

- Ohio State University. Classes for Ohio School Business Manager's License. May 2016
- University of Akron Law School. Graduated with a Juris Doctorate Degree. May 2007.
- Kent State University. Graduated with a Bachelors of Arts with a concentration in Political Science. May 2004.

Volunteer Work:

Providing Limited Representation Service to the Volunteer Legal Services Program "Save the Dream" Foreclosure Project; Providing Limited Representation and pro bono legal work with SEOLS pro bono clinics.

Grants:

Prepared and awarded a grant from Ohio Clean Diesel School Bus Fund for the purchase of 34 preheaters for School Buses. March 2012.

Membership Associations:

- Ohio Association of School Business Officials;
- MENSA;
- Ohio Association of Pupil Transportation

Brian J. Dunbar

Education

Masters of Education- Mount Vernon Nazarene University, 2006 (Mount Vernon, Ohio)
Bachelor of Arts in History- The Ohio State University, 2000 (Columbus, Ohio)

License

Ohio 4-Year Resident Educator License -OH1275487 – Adolescence to Young Adult (7-12) Integrated Social Studies

Employment

Charter School Specialists Pickerington, Ohio 2008 – Present

Director of Compliance

Worked with teachers, administrators, school boards and others as a community school sponsor representative for 40+ schools across the state.

Provided technical assistance, monitoring and evaluation of community school compliance with Ohio Revised Code and community school contract as a sponsor representative

Developed, planned and monitored professional development opportunities for teachers (differentiation, RTI, classroom management, and more)

Evaluated curriculum and education plans for community schools

Led LPDC consortium as chairperson responsible for monitoring 300(approx.) teacher PD plans and progress towards renewal.

Monitored local, state, and federal legislation and requirements for schools to ensure compliance with current law.

Millennium Community School Columbus, Ohio 2001-2006, 2007-2008

4th Grade Teacher

Taught self-contained 4th grade classroom

Lead teacher, assisted in classroom data analysis

Co-led Ohio Proficiency Test after-school/ weekend tutoring program

Imagine Schools, Columbus, Ohio 2006-2007

Groveport Community School

4th Grade Teacher/ Director of School Breakfast and Lunch Program, 2006-2007

Taught self-contained 4th grade classroom

Directed school breakfast and lunch program

Academy of Columbus

Curriculum Coach, Columbus, Ohio 2006 (February-July)

Supervised teaching staff and created daily schedules

Implemented and trained staff in new curriculum

Westerville City Schools Westerville, Ohio 2000-2001

Substitute Teacher-Long-term substitute, 7th grade, Genoa Middle School

Teaching Experience

Over seven years' experience as full-time classroom teacher. (2001 – 2008) Experience as a lead teacher and supervisor (curriculum coach, 2006).

Student teaching completed in December 2006 at Pickerington Central High School.

Field experience completed in April 2006 at Norton Middle School, South-Western City Schools

References Available upon request.

CARLA ISAAC

5091 Bitternut Lane, Groveport, OH 43125

(614)314-5670

cskaggs@charterschoolspec.com

BACKGROUND

I have worked in sponsorship for nearly 11 years for Charter School Specialists. I use my skill set in the areas of project management, document management and special projects coordination to ensure sponsor compliance in a wide range of areas and to provide resources and information to schools sponsored by St. Aloysius. I also serves as a link between sponsored schools and the Ohio Department of Education, and ensures timely, accurate submission of key information.. Over 18 years of experience in state and city government

EMPLOYMENT

<u>PROJECT MANGER</u>	<u>YEARS EMPLOYED (EX: AUGUST 2005 -PRESENT)</u>
<i>Charter School Specialists</i>	<i>Columbus, Ohio</i>

- Oversee key sponsorship projects
- Create presentations for conferences
- Provide customer services to all schools that we sponsor
- Resolve disputes between parents and school boards
- Resolve errors and disputes between schools and school districts
- Create and update spreadsheets and data bases using Access and Excel
- Retain, scan and track files
- Assist with student services
- Create and distribute marketing materials by mail and conferences

<u>ADMINISTRATOR ASSISTANT</u>	<u>YEARS EMPLOYED (EX: 2001 - 2004)</u>
<i>Columbus Public Schools</i>	<i>Columbus, Ohio</i>

- Assisted the Principal in daily functions at school
- Coordinated travel arrangements for Principal and faculty
- Organized and oversaw Honor Roll assemblies and produced all Honor Roll Awards using Power Point, arranged for meals, sent out flyers and letters to inform parents
- Arranged catering and entertainment for faculty /staff luncheons, dinners and assemblies
- Produced and maintained staff and student roster to produce mail merges, name tags and mailing labels for assemblies and public meetings
- Created presentations using Power Point for staff meetings and parent/teacher meetings and operated overhead equipment
- Supervised secretary and non-certificated staff
- Acted in the Principal's absence by attending administrative meetings, disciplining students, contacting parents, and reconciling petty cash
- Input and updated all student information in the Student Information System (SIS)
- Produced reports and letters using SIS
- Produced all reports and corresponded with the Franklin County SMART Liaison and attended court when necessary for all excessive student absences/parental neglect.
- Input and tracked purchased orders and monitored account balances using CPSone software
- Inventoried all school property and produced reports for the CPS Treasurer's Office
- Composed documents, memos, letters, etc. using word processing and spreadsheet software
- Perform routine and non-routine administrative tasks by formulating decisions and making judgments of policies and procedures
- Prepared payroll

ADMINISTRATIVE ASSISTANT*YEARS EMPLOYED (Ex: 1999 - 2000)**American Management Systems**Columbus, Ohio*

- Perform routine and non-routine administrative tasks by formulating decisions and making judgments of policies and procedures
- Composed documents, memos, letters, etc. using word processing and spreadsheet software
- Prepared presentations using Presentations, Freelance and Power Point for interdepartmental meetings and conferences
- Acted as liaison between our office and various state agencies
- Prepared brochures, flyers, name tags and banners for meetings and conferences
- Coordinated travel for the administrative office
- Setup meetings between AMS and state and county agencies, arranged for conference rooms, equipment and meals
- Prepared registration forms and packets, collected fees and oversaw registration table at conferences
- Prepared flow charts and organizational charts using Easyflow, OrgPlus and Visio software
- Created and maintained automated templates using WordPerfect and Access software
- Arranged catering services for various work related functions
- Used databases software to setup and track personnel and their evaluations
- Proofread documents for accuracy and ensured compliance with company policy
- Maintained, monitored and reconciled budget for supplies and equipment on a monthly basis
- Processed claims and billings for ICMS project
- Maintained computerized file and log system for supplies, reports, and manuals
- Maintained/troubleshoot printers and copiers
- Acted for Executive Assistant in her absence
- Opened and distributed mail
- Answered multi-line phone system

EXECUTIVE SECRETARY*Ohio Department of Human Services**YEARS EMPLOYED (Ex: 1991 - 1998)**Office of Fiscal Services**Columbus, Ohio*

- Perform routine and non-routine administrative tasks by formulating decisions and making judgments of policies and procedures
- Prepared and analyzed various reports using spreadsheet software
- Prepared presentations for the Department of Human Services, Office Fiscal Service and various counties for interdepartmental and intradepartmental meetings
- Composed correspondence, memos, letters and position descriptions using various software
- Used PC to create complex merges and documents for all 88 counties
- Proofread documents for accuracy and ensured compliance with company policy
- Coordinated Human Services Finance Officer's (HSFO) conference in Columbus, Ohio by arranging travel and hotel arrangements for ODJFS, speakers and registrants, securing conference space, securing speakers, distribution of conference materials, creating brochures, registration forms, and name tags; registered and collected registrations fees of conference attendees; Solicited sponsors for conference and oversaw nightly entertainment for guests,
- Maintained, monitored and reconciled budget for supplies and equipment on a monthly basis for the Deputy's office
- Screen applications and set up interviews
- Produced automated forms for the Administrative office and various bureaus
- Prepared Payroll for the Administrative office and bureau chiefs
- Setup and maintained automated templates for use among other offices using WordPerfect, Jetforms, Form Tool Gold, access, etc.
- Setup and maintained filing system
- Answered multi line phone system
- Provided customer service for the Administrative office and the bureaus

- Arranged meetings for the deputy director and assistant deputy
- Maintained deputy director's and assistant deputy's schedules
- Attended meetings in the Administrative Assistant's absence
- Maintained/ troubleshoot copies and printers
- Ordered and maintained supplies using payment card
- Acted as liaison between other state offices and agencies
- Acted for Administrative Assistant 4 in the Deputy's Office in her absence
- Provided assistance to the Director's office Legislative Office

WORD PROCESSING SPECIALIST II
Ohio Department of Human Services
Office of Administrative Support

YEARS EMPLOYED (Ex: 1988 - 1991)
Columbus, Ohio

- Composed correspondence and memos for the Deputy Director using WordPerfect and Wang software
- Prepared organizational charts and flow charts using Easyflow and OrgPlus
- Prepared charts using Easyflow
- Provided customer service for the Deputy's Office
- Updated and maintained state procedure manuals
- Performed complex merges using various software packages
- Setup and maintained personnel database using dBase software
- Screened employment applications and set up interviews
- Prepared Payroll for the Deputy Director's office and bureau chiefs
- Arranged meetings
- Setup and maintained filing system
- Answered multi phone system
- Responsible for mass mailings to all 88 counties in the state of Ohio

EDUCATION & REFERENCES

Available upon request

Joni Hoffman

I am an experienced public servant with 30 years of federal and state service, working in the areas of public health, social services and public charter schools.

PROFESSIONAL EXPERIENCE

2017-present	Compliance Coordinator, Charter School Specialists. Monitor compliance of community schools sponsored by St. Aloysius Orphanage through onsite compliance reviews, annual opening assurances, attendance at schools' Board meetings, and general interactions. Complete special projects as assigned.
2011-2016	Director, Office of Community Schools, Ohio Department of Education. General oversight and technical assistance for community school sponsors and schools. Focus on rules; eschool applications and approval; guidance documents covering all aspects of community school operation. Transitioned to implementation of community school sponsor evaluation. Develop policy, legislative recommendations, and administrative rules for the program.
2004 - 2011	Associate Director/Interim Director, Office of Community Schools, Ohio Department of Education. Monitor and evaluate community school sponsors; approve new sponsors; review overall compliance of sponsors and their schools. Provide technical assistance to all stakeholders along the continuum of general information, community school development, operations, and closure. Develop policy, legislative recommendations, and administrative rules to guide the program's operations, including eschool standards.
2001-2004	Assistant Director, Office of Community Schools, Ohio Department of Education. Technical assistance and oversight of State Board sponsored community schools; community school development; policy development; evaluation of Board sponsored schools.
2000-2001	Interim Director, Office of School Options, Ohio Department of Education. Program areas included community schools, chartered, non-public schools, home schooling, Cleveland voucher program.
1999-2000	Consultant, Office of School Options, Ohio Department of Education. Regional consultant for schools in southwest Ohio; accountability lead; office liaison for Research Council, Local Report Card steering committee.

- 1994-1999 Deputy Director, Office of Research and Planning, Ohio Department of Human Services. Created the office, centralizing existing research functions and developing new ones.
- 1992-1994 Policy Coordinator, Immediate Office of the Secretary, U.S. Department of Health and Human Services. Managed policy and regulatory development processes for the Administration for Children and Families, Food and Drug Administration, and the Administration on Aging.
- 1992 Special Assistant to the Assistant Secretary for Management and Budget, U.S. Department of Health and Human Services. Coordinated special initiatives in health care financing reform, minority health, and disaster recovery.
- 1987-1992 Health Statistician, Office of the Assistant Secretary for Planning and Evaluation. Developed policy and legislative proposals; provided subject matter expertise in maternal/infant health; research project manager (women's health topics).
- 1979-1986 Various research and data manager jobs, including researcher on a leukemia study; database administrator, asthma study; computer services graduate assistant (data retrievals, analyses, consultation)

Education

- 1987 Dr.PH., Health Services Research, University of Texas, School of Public Health, Houston, Texas
Dissertation: *A Comparison of Labor and Delivery Management in Two Settings*
- Awarded a Health Services Research Fellowship from the U.S. Department of Health and Human Services, 1984-1985
- 1981 MPH, Community Health Practice, University of Texas, School of Public Health, Houston, Texas
Thesis: *The Use of the Mini-Mult as a Predictor of Psychiatric Readmission*
- 1972 B.A., Sociology, University of California, San Diego, California

References available upon request

FRANK W. STOY

692 MOHAWK STREET
COLUMBUS, OHIO 43206
419-386-6511
FRANKSTOY1@GMAIL.COM

PROFESSIONAL EXPERIENCE

Charter School Specialists, Pickerington, Ohio 2016-present

Operations Coordinator, Legal Department

- Provide support to General Counsel in variety of areas relevant as a sponsor of 40 plus community (charter) schools statewide.
- Participate in and help coordinate charter contract functions including renewal/reauthorization, new school contracting, existing school contracting.
- Lead and implement intervention (probation, suspension, termination) with poor performing and failing schools and communicated with stakeholders reasons for these actions.
- Implement and coordinate community school closure procedures when needed
- Develop and modify Standard Operating Procedures that support the sponsorship work provided by Charter School Specialists.
- Wrote and edited *Sponsor Connection* newsletter which is distributed monthly to stakeholders including management companies, school leaders and community school governing authority members
- Coordinate all post audit conferences and follow up and review audit reports for sponsored community schools.
- Interacted with and maintained positive working relationships with a variety of stakeholders including the Ohio Department of Education, Ohio Auditor of State, Ohio Coalition for Quality Education, Cleveland Transformation Alliance.
- Provide training and professional development via Web Ex for stakeholders on a variety of topics including school closure, contracting and statutory requirements.
- Attend community school governing authority meetings and provide support to governing authority members.
- Provide technical assistance to sponsored community schools on a variety of issues relative to the successful operation of the schools.
- Support Sponsors Assurances process including school visits and review of records and follow up documentation.
- Develop and implement surveys, including self- evaluation for feedback from stakeholders and internal staff to help improve processes.
- Provide support and review of submissions for the Ohio Department of Education Quality Sponsor Review.

Ohio Department of Education, Columbus, Ohio 2015-2016

Director of Sponsor Development, Office of Quality School Choice

- Serve as primary point of contact for and delivering high-quality customer-focused technical assistance to sponsors and their schools.

- Review and develop processes and procedures including contract modifications, sponsor assurances, school opening procedures, suspension and closing procedures and new requirements identified in House Bill 2.
- Analyze and disseminate policies, standards, administrative and business rules to stakeholders.
- Review changing state and federal laws, best practices and educational data and research and recommend policy changes to leadership.
- Provide guidance to potential community school developers, sponsors and other stakeholders regarding expansion of high performing community schools in Ohio.
- Establish, monitor, and communicate guidelines and timelines for projects to internal and external stakeholders.
- Write high level reports, guidance documents and project summaries.
- Manage the preparation of the ODE Annual Community School Report.
- Provide support to ODE program leadership that impacts community schools such as community schools facilities grant, graduation requirements, dropout prevention and recovery, Epicenter, special education, federal program, legal and policy, communications, school finance, curriculum and assessment.
and preschool and early childhood programs
- Hire, train and support community schools development team and support staff
- Provide training and development to community school sponsors, boards and governing authorities.
- Present information and respond to requests from the State Board of Education and various state board committees.

Ohio Council of Community Schools, Toledo, Ohio 2011-2015

Director of Contracts and External Relations

- Directed and coordinated all charter contract functions including renewal/reauthorization, new school contracting, contract amendments, updates and negotiation. The portfolio of schools included e-schools, dropout prevention and recovery schools, schools serving students with special needs and traditional brick and mortar community schools.
- Lead and implemented intervention (probation, suspension, termination) with poor performing and failing schools and communicated with stakeholders reasons for these actions.
- Implemented and coordinated community school closure procedures when needed.
- Supported use and development of data management systems including Epicenter and OCCS complaint management system and evaluated their impact on success of schools sponsored by OCCS.
- Assisted the executive director in managing the OCCS team including administrative support, technology, regional representatives, performance and accountability, compliance and in-house legal counsel.
- Provided leadership for OCCS in local, state and national venues and conferences, meetings, presentations and associations.
- Memberships included the Ohio Association of Charter School Authorizers (secretary, Vice President, legislative committee chair); National Association of Charter School Authorizers (NACSA), Ohio

Council for Quality Education, Ohio
Association of Public Charter Schools and International
Association for K-12 Online Learning (iNACOL).

- Interacted with and maintained positive working relationships with a variety of stakeholders including the Ohio Department of Education, Ohio Auditor of State, University of Toledo trustees and legal counsel and OCCS Performance and Accountability Committee and Board of Trustees.
- Ensured that all OCCS charter contracts and the contracting process complied with statute and National Association of Charter School Authorizers (NACSA) Principles and Standards.
- Responded to media requests and proactively worked with the OCCS leadership team to develop solid media relationships and outcomes.
- Fulfilled all public records requests in a timely manner.
- Developed and implemented seminars, workshops and in- service trainings for community schools, management companies and community school governing authorities.

Lucas County Educational Service Center, Toledo, Ohio 2003-2011

Community Schools Coordinator

- Provided support to the community schools Executive Director, staff and stakeholders in the areas of community school sponsorship, oversight and operations.
- Responsible for overseeing the authorizing, renewal and revocation activities.
- Monitored performance of a portfolio of schools against their contract goals that included e-schools, dropout recovery schools, schools serving students with special needs and traditional brick and mortar community schools.
- Led and implemented interventions such as probation, suspension, termination with failing schools and communicated reasons for these actions.
- Implemented community school closure procedures as needed.
- Managed technology needs of the community schools staff.
- Performed and documented on-site evaluations and attended and documented governing authority meetings.
- Testified at the State Board of Education and Ohio Senate on behalf of the ESC.
- Developed and delivered professional development and training programs for community school stakeholders and governing authorities.

EDUCATION

THE OHIO STATE UNIVERSITY

Columbus, Ohio

- College of Social Work: Bachelor of Science in Social Work

THE UNIVERSITY OF TOLEDO

Toledo, Ohio

- College of Education: Graduate level coursework completed in training and development and instructional technology

Susan Scarponi

908 Foxhollow Court

Akron, Ohio, 44313

330 283 2904

sscarponi@charterschoolspec.com

WORK EXPERIENCE

CHARTER SCHOOL SPECIALISTS, Pickerington, OH

Director of Special Education Program Compliance, Jul 2013 – Present

- Review Special Education Records for compliance with Federal and State laws
- Provide professional development for teachers and administrators
- Participate in Onsite Assistance Reviews to ensure the educational plan is being implemented with fidelity
- Investigate all complaints received from Ohio Department of Education and Charter School Specialists
- Attend School Board meetings to provide support and ensure compliance with charter school law
- Assure that schools are prepared to open

WHITE HAT MANAGEMENT, Akron, OH

Director of Special Education, Aug 2000 – Jun 2013

EDUCATION

Wittenberg University, Springfield, OH

Special Education

Ohio State University, Columbus, Ohio

Masters Degree in Special Education

Ohio State University, Columbus, Ohio

PhD coursework

ADDITIONAL SKILLS

908 Foxhollow Court Akron, Ohio, 44313 330 283 2904 sscarponi@charterschoolspec.com

Benjamin S. Danals, MEd

3020 Kilcullen Drive

Columbus, Ohio 43221

740.972.0407

bsdanals@yahoo.com

Core Professional Strengths

- Capable of making sound educational and administrative decisions formed by theory, research, and best practices.
- Proven communication and interpersonal skills and strengths in planning, coordinating, and managing the execution of events, workshops, and other high-profile presentations for groups of 200+ participants.
- Highly successful in making authentic connections with learners to facilitate their engagement, provide appropriate levels of advocacy, coordinate program involvement, and drive learning outcomes.
- Experienced in developing educational and experiential opportunities for 125 youth, volunteer recruitment, managing budget of \$50,000

Professional Experience

Charter School Specialists Pickerington, Ohio 2020 - present

Compliance Coordinator

- Monitor compliance of sponsored community schools, providing technical assistance to schools to ensure compliant with related laws and provisions of charter.
- Member of team responsible for evaluating prospective school applications and start up charters for legal sufficiency.
- Provide technical assistance and monitoring to community schools regarding all aspects of special education laws and operating standards working collaboratively with key stakeholders to ensure adherence and best practices.
- Complete onsite compliance and special education reviews, perform annual opening assurances reviews, and attend schools' Board meetings.

Total Education Solutions

Fairlawn, Ohio

2014 – 2020

Program Manager

2019 - 2020

Program Coordinator

2015 - 2019

- Primary liaison between company and partner schools.
- Responsible for assigned schools' caseload compliance and overall special education process to meet district, state, and federal standards.
- Coordinate special education related services, ensuring partner school satisfaction.
- Provide professional development and training to TES staff and partner schools regarding special education evaluation, discipline, service provision, and 504 Plans
- Complete employee personnel functions (interviews, evaluations, improvement plans)

Union County 4-H Horse Council

Marysville, Ohio

2011 – 2019

Immediate Past President

2017 - 2018

President

2011 - 2017

- Oversaw the planning, creation, delivery of all educational and experiential programming for 125 youth enrolled in equine related 4-H projects in Union County.
- Managed a program budget of \$50,000 for planning, coordination, and participation in a plethora of equine projects and events throughout the county and state yearly.
- Served as liaison between organization and community allowing for recruitment and management of volunteers to facilitate programming.
- Developed instructional materials and program guides to provide curriculum roadmaps to 4-H members, leveraging teaching and intervention experience to meet individual needs and optimize youth engagement.

- | | | |
|--|----------------|-------------|
| CRSI, Inc. | Urbana, Ohio | 2013 – 2015 |
| Quality Assurance Coordinator/Qualified Intellectual Disabilities Professional | | |
| <ul style="list-style-type: none"> • Responsible for all program and individual related activities, including but not limited to oversight of outside providers and agencies. • Served as Investigative Agent concerning allegations of abuse, neglect, and misappropriation. • Chaired Peer Review team assessing effectiveness and compliance of CRSI waiver locations. Created Plans of Correction for deficiencies identified through Peer Review process for CRSI's Intermediate Care Facilities. • Monitored and reviewed current Medicaid and waiver services regarding service delivery and documentation. Intervened and assisted staff, provided training as needed, in ensuring that CRSI services were delivered within the parameters set by the State and County Boards of Developmental Disabilities. | | |
| Summit Academy Community Schools | Columbus, Ohio | 2013 – 2013 |
| IEP Coordinator | | |
| <ul style="list-style-type: none"> • Served as the local expert on Special Education policy, procedure, and protocol. • Coordinated the evaluation process for students suspected of having a disability. • Coordinated the writing, preparation, and monitoring of Individual Education Programs for students with disabilities at the elementary and middle school levels. • Served as a member of the building Administrative Team. | | |
| Dublin City School District | Dublin, Ohio | 2004 – 2012 |
| Intervention Specialist | | |
| <ul style="list-style-type: none"> • Case managed and advocated for caseload of cross-categorical students to ensure a continuum of services were provided to achieve success and maintain appropriate modifications/accommodations as required by the Individual Education Programs (IEPs). • Leveraged assessments, data and teacher reports to guide IEP development, ensuring unique educational, behavioral, and emotional needs were met in a fully inclusive academic environment. • Coordinated Evaluation Team Report, IEP, Transition, and Manifestation meetings for caseload, ensuring all stakeholder viewpoints were represented regarding student progress. • Instructed Algebra I, English I, and English III in a resource setting, ensuring alignment with district curriculum and state academic standards. • Co-taught Algebra II, Geometry, Transition to College Math, and Pre-Calculus in the general education classroom, collaboratively planning course progress, assessment to ensure accommodations/modifications for students enrolled in courses were provided. | | |
| Delaware/Union Educational Service Center | Delaware, Ohio | 2000 - 2004 |
| Behavior Specialist | | |
| <ul style="list-style-type: none"> • Provided crisis intervention support to elementary, middle, and secondary students with diagnosed mental health conditions. • Completed thorough assessment of students in local school settings to ensure appropriate placement in the least restrictive yet most beneficial program. • Served as member of students' IEP and mental health treatment teams. • Developed and delivered thematic educational units and instructional strategies | | |

Academic Credentials

Antioch University Midwest

Master of Education

Special Education, Mild / Moderate Needs

Kent State University

Bachelor of Arts

Criminal Justice

SUMMARY

Education Specialist offering a strong education background with extensive experience teaching, facilitating, coaching, leading, and training students and adults. Excellent interpersonal and organization skills. Strong knowledge of educational research based best practices to promote critical thinking and improve student and school achievement.

CORE COMPETANCIES

- Classroom Management
- Highly Developed Communication Skills
- Teacher Assessments
- Differentiated Instruction
- Culturally Relevant Pedagogy
- Data Driven Lesson Plan Development
- Special Education Issues and Trends
- Organizational Environment/Culture

PROFESSIONAL EXPERIENCE

Charter School Specialists

Compliance Coordinator

Ensures compliance with state and federal guidelines pertaining to education by assisting with the coordination and monitoring of evaluation timelines, case conference committee meetings, implementation of programs and supplementary/related services.

Capital University

Clinical Field Supervisor

Responsible for on-site instruction and supervision of Capital University pre-service students assigned to field experiences in Special Education K-12 classrooms. Performed orientation, supervision, guidance, mentoring, and demonstrated knowledge of context, title of inquiry, structure of the discipline as related to the College of Education and the Professional Standards for Teachers.

Pickerington High School North

Special Education Teacher

Provided special education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, and social growth. Developed or modified curricula and prepared lessons and other instructional materials to student ability levels. Worked in self-contained, team, departmental, or itinerant capacity as assigned.

EDUCATION

Education Specialist (Ed.S)

Curriculum and Instruction Specialized Certification

Liberty University 2014

Master of Education (M.Ed)

Curriculum, Instruction & Technology

Ohio Dominican University 2008

Bachelor of Science in Education (B.S of Ed.)

Special Education with Specialized Certification

Ohio Dominican University 2003

Dave L. Cash Jr.

40 Hill Rd S, Pickerington, OH 43147 (614)837-8945 dcash@charterschoolspec.com

Employment

President

Charter School Specialists

2004-Present
Columbus, Ohio

The Founder and President of Charter School Specialists. This nationally known community school consulting organization provides array of implementation, operational and technical assistance services to community schools and community school sponsors. Many work products are developed including community school contracts, proposals, and evaluation materials. Charter School Specialists is frequently consulted by organizations around the country to assist in their development of schools and sponsoring organizations.

Compliance Manager

Ohio Council of Community Schools

2003-2004
Toledo, Ohio

Evaluated new charter school proposals and then provided recommendations for disposition. Assisted new developers of charter schools in Charter School law, facility acquisition, and other technical assistance for initial operations. Developed and implemented all necessary technical workshops and documents to assist schools in successful planning, start-up and ongoing operations. Responsible to monitor and assess the compliance of each sponsored charter school to the Ohio Revised Code, Ohio Administrative Code, and all contractual elements within the charter school contract. Drafted position papers, and speaking points for Executive Director and for the Council. Attended State Board of Education meetings and formally represented the Ohio Council of Community Schools. Developed and implemented State-wide special education conference.

Education Consultant III

Ohio Department of Education

2000-2003
Columbus, Ohio

Reviewed and evaluated all new charter school proposals. Negotiated charter school contracts with new developers. Provided technical assistance to school developers to facilitate the implementation of new community schools. Provided in-depth technical assistance to existing community schools in the Columbus and Southeast Ohio regions. Monitored compliance of assigned community schools to school contract and all pertinent state and federal laws. Served on the Local Report Card steering committee and School Improvement committee. Served as liaison to the Information Technology Office in regards to Education Management Information System (EMIS). Served as liaison to the Office for Exceptional Children. Project lead for Workshop 4 (Special Education Educator training). Team lead for the Community School Performance project. Assisted in the development of policies and procedures within the Office of Community Schools. Presented at education conferences and to school districts and other educational entities. Developed and implemented State-wide special education conference.

Dave L. Cash Jr.

40 Hill Rd South, Pickerington, OH 43147
(614)837-8945 dcash@charterschoolspec.com

Principal
Rosemont School

1993-1999
Columbus, Ohio

Administrator of innovative alternative education school providing a combination of education and mental health services. Designed and implemented social and emotional learning curriculum to match mental health programming. Established, coordinated, and directed close working relationship with various public and private education and mental health entities. Initiated, designed and implemented collaborative relationship between Rosemont School, Salesian Boys' and Girls' Club of Columbus and the Franklin County Juvenile Court. Wrote yearly Federal Title grants to provide school-based substance abuse intervention services. Assisted in acquiring \$200,000 in private donations for a computer lab and guided training in computer assisted instruction.

Assistant Principal
Rosemont School

1991-1993
Columbus, Ohio

Served as the primary disciplinarian and crisis counselor. Responsible for completing various required Ohio Department of Education forms. Administered the summer remedial reading and math program. Liaison to other mental health service providers. Directed student council and various incentive programs.

Case Manager
The Buckeye Ranch

1990-1991
Grove City, Ohio

Supervised severely emotionally disturbed adolescents in a school to work program. Provided individual and group counseling. Liaison to community collaterals and families. Marketed program to various school and mental health organizations in the community.

Caseworker
Richland County Children's Services

1989-1990
Mansfield, Ohio

Provided individual and group therapy to emotionally disturbed adolescents in a group home and in a residential center. Completed mental health assessments as needed. Assessed and evaluated children in order to determine need for long term residential treatment. Selected appropriate treatment facilities for children assessed and served as liaison to those facilities. Lead case presentations to acquire funds from community leaders.

Education

Educational Administration (24 credit hours continuing education)
The University of Dayton

1997
Dayton, Ohio

M.A. COUNSELING
Ashland University

1994
Ashland, Ohio

B.A. PSYCHOLOGY & RELIGION/PHILOSOPHY
Wilmington College

1986
Wilmington, Ohio

Certificate

Ohio Department of Education, Non-tax Principal Certificate 1992

References

Upon Request

Carol Dimoff

Columbus, OH 43220 || C: (614) 800-6227 || cadimoff@gmail.com

Summary

Experienced Executive Assistant to multiple senior-level executives and board of directors. Adept at organizing large scale meetings, managing third party vendors and contracts. Highly self-motivated with a solid work ethic. Skilled at multi-tasking and maintain a strong attention to detail. Employs professionalism and superior skills to meet client and company needs.

Experience

Office Manager

July 2018-current

Charter School Specialist Pickerington, OH

- Individual will work collaboratively as a member of the sponsorship and fiscal teams, will perform various duties associated with monitoring and technical assistance.
- Assist other members of the CSS team with their needs relative to computer hardware, software, and office supplies, etc.
- Assign attendees to all board meetings and notify/invite on the Shared Calendar.
- Monitor and confirm all board meetings to ensure that CSS staff are aware of each meeting and are notified immediately if a meeting were to be canceled or rescheduled, collect all board meeting documents, complete a cursory review to note any major changes in board membership or status of the school and secure all board documents.
- Receives all monthly fiscal reports and reports the receipt to the CFO. Once the reviews are complete the office manager converts the Excel reviews into PDF and combines the report with the memo created by the CFO. The office manager then forwards the memos to the School Treasurers and Board Presidents for each school.
- Attend both Staff and Fiscal Services team meetings, take notes and type minutes; distributing to all attendees for review.
- Transfer final Sponsor Connection newsletter to Constant Contact and distribute monthly.
- Maintain distribution lists for office communications and on Constant Contact.
- Collect information related to the enrollment and attendance survey and complete the spreadsheet associated with the survey.
- Send technical assistance reports to all employees, collecting filled out reports and logging technical assistance given by employees.
- Label and log all boxes that are taken to storage. Mail distribution and sign for all packages.
- Acts as liaison between the IT Company and CSS.
- Maintain all technology; computers, printers, copiers, etc. All excess equipment is locked up and inventoried.
- Maintain supplies for the office.

Executive/Legal Assistant

February 2011 to January 2018

Electronic Classroom of Tomorrow Columbus, OH

- Provided all aspects of administrative support to several members of senior level management including the board of directors.
- Scheduled and coordinated board meetings, prepares agendas, communicates with board members and leadership team.
- Accurate completion of research, reporting, and information management that led to 100% in sponsor compliance for the last five years.
- Composed and proofread correspondences.
- Produced high quality materials and reports for sponsor organization, board members, and management company. (i.e. Annual Report, Comprehensive Plan for Managing Schools...)
- Planned and coordinated activities of designated projects to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters.

- Provided excellent customer service to all internal and external stakeholders.
- Coordinated and managed outside vendors and consultants; prepares expense reports, obtains purchase request forms, manages calendars, and produces reports.
- Managed document compliance for sponsor organization. Assisted in development of school wide policies.
- Managed contracts and contracts database.
- Coordinated project activities with ODE or other government agencies as needed.
- Developed and managed Emergency Operations Plan Conducted required safety drills and trainings.
- Conducted periodic reviews/audits to ensure compliance with safety and emergency management procedures are followed.
- Assessed compliance or operational risks and develop risk management strategies.
- Planed and coordinates activities of designated projects to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters.

**Executive Director
2007 to May 2010**

May

Boys & Girls Club of Marion Co. Marion, OH

- Ensured the effective operations of club programs to facilitate the achievement of the mission of the Boys & Girls Club.
- Implemented effective administrative and operational systems.
- Effectively managed multiple projects, priorities and deadlines.
- Scheduled and coordinated board meetings, prepares agendas, communicates with board members.
- Lead member of the county Trauma Team: provided intervention and debriefing for community members that experience trauma
- Resource Development including working with local and state legislators on behalf of the BGC state association.
- Developed strategies for generating revenues, ensure the annual budget is funded and the organization has sufficient cash flow.

State Epidemical Outcomes Workgroup Manager April 2006 to February 2007
Pacific Institute for Research and Development Columbia, SC

- Develop the method and the first draft of its flagship document, the South Carolina Profile on Alcohol, Tobacco, and Other Substance Related Indicators, commonly known as the "state epidemiological profile."
- Organized workgroup meetings, involved all agency partners in its progress; established a process to conduct periodic statewide/community assessments; workgroup members brought great expertise from their professional roles, such as planning and research coordinator, surveillance and evaluation coordinator, epidemiologist, data analyst, substance abuse treatment/prevention consultant, executive director, and program manager/coordinator.
- Created a report that includes graphs and tables that depict the use of alcohol, tobacco and other drugs in South Carolina during recent years, along with the associated consequences of that use.
- Coordinated the development of a county-level epidemiological profile for each county in South Carolina Worked on state prevention committee for the professional development of South Carolina Prevention Professionals
- Research and interpretation of the law and legal precedence to assisted in the development of state level policy changes related to underage drinking.

Prevention Professional

November 1999-July 2005

*Charleston Center/Greenville Family Partnership
Charleston & Greenville, SC*

- Supervised and provided broad-based prevention services at the local level; community education and awareness about current trends related to substance abuse.

Community Support Professional August 1985 -1987, September 1991 -1999
Marion Area Counseling Center
Marion, OH

- Provided community-based services to families with children identified as Severely Emotionally Disturbed (SED) and dual diagnosis.

Education

Canyon College 2004	BSW	October
Liberty University completed	MA, Professional Counseling	21 hours

OBJECTIVE

A professional Accounting leadership role where proven strengths in budgeting, reconciliations, team building, and customer relationships will contribute to overall efficiency, profitability and organizational growth.

QUALIFICATIONS

An Accounting professional with 17 years of experience in day to day accounting as well as 13 years supervision and management. Brings to the position an excellent mix of skills in:

- Implementing new accounting systems, developing internal controls and procedures.
- Managing projects and monitoring expenditures for compliance.
- Account/bank reconciliations, budgeting, analysis and financial statements.
- Deploy strong interpersonal skills while managing and training staff to cultivate productive, goal oriented team players.
- Strong technical skills include Microsoft Word, Excel, Outlook, Quickbooks, MIP fund accounting, USAS, Microsoft Dynamics (Great Plains), FRX reporting, Paychex, 10 key by touch.
- Governmental (School) Accounting

ACHIEVEMENTS

Structured and developed start up organization's accounting department from the implementation of software, development of policies and procedures, to the hiring and training of all accounting staff.

Project manager for the creation and implementation of new G/L system and installation of accounting software geared toward fund accounting contributing to the overall efficiency in monitoring revenue and expenditures of multiple State and Federal Grants for compliance with State auditors.

Collaborated with Bank on an automated account reconciliation program, virtually eliminating fraudulent activity on Company accounts and also decreasing the amount of time spent reconciling monthly bank statements by approximately 40%.

Collaborated with CFO to establish, implement and offer additional benefits to employees including Flexible Spending Accounts and various voluntary products as well as a 457 plan.

EXPERIENCE

Fiscal Specialist, Charter School Specialists Pickerington, OH

- Monthly reconciliations, financial reporting.
- Compilation of Financial Statements.
- Bank reconciliations.
- Recurring journal entries and all adjusting entries.
- All A/P, project cash requests and final expenditure reports.

EXPERIENCE (Continued)

**Lead Accountant, Consumer Support Services
Newark, OH**

2009-2012

- Monthly reconciliations, financial and variance reporting.
- Compilation of Financial Statements
- Recurring journal entries and all adjusting entries
- Bi-weekly, monthly, quarterly and annual payroll tax returns, Annual Unclaimed Funds Reporting
- Payroll back up (In-house)

**Controller, Alzner Masonry, Inc.
Canal Winchester, OH**

2008-2009

- Create and maintain annual budget, manage and maintain inventory.
- Bank reconciliations
- Process biweekly payroll, associated taxes and garnishments.
- Monthly reconciliations, financial and variance reporting.
- Monthly billings, A/R, A/P, collections.
- Liaison with outside CPA.
- Monthly, quarterly, annual tax returns including Sales & Use Tax, CATax, W-2's and 1099's.

**Accounting Manager, Electronic Classroom of Tomorrow
Columbus, OH**

2000-2007

- Create budgets and revisions as required for 6 federal and state grants. Monitor all expenditures for compliance, including project cash requests and final expenditure reports.
- Manage Accounting staff (A/P and Payroll). A/P staff processed approximately 5,500 checks/month. Semi-monthly payroll for 500+ employees (approximately \$1.2 million/month).
- Weekly Aging reports, Semi-monthly payroll reconciliation, monthly reconciliations (including benefits and bank), journal entries, annual STRS reporting, and all month-end close duties including preparation of financial statements.
- Daily transfer of FTP (Positive Pay) file to bank.

EDUCATION/TRAINING/AWARDS

Kalamazoo Valley Community College, Accounting Major

Ohio State University, Professional Grant Writing and Research

STRS Ohio, Ohio Employer Reporting Workshop

Management Performance International, Leadership Skills for Enhancing Work Performance

Management Performance International, Personal and Professional Effectiveness

Management Performance International, Optimizing Team Effectiveness

Awarded, Employee of the Month June, 2005

Awarded, 5 Year Service Award, September, 2005

Dan V. Lamb

SUMMARY OF QUALIFICATIONS

- Active Ohio School Treasurer's license
- Knowledge of the Uniform School Accounting System (USAS) and the Uniform School Payroll System (USPS)
- Knowledge of Ohio Revised Code
- Strong mathematical, analytical and problem solving abilities
- Proficient in Microsoft Excel

CAREER EXPERIENCE

Charter School Specialists, Pickerington, Ohio

2011 – present

Treasurer

- Serve as an active treasurer for twelve community schools within Ohio.
- Responsible for preparing annual and quarterly budgets as well as semi-annual forecasting.
- Attend all board meetings and provide prior month and year-to-date financials.
- Responsible for payroll processing and accounts payable.
- Work with administrative staff during the annual audit process.

Upper Scioto Valley Local School District, McGuffey, Ohio

2010 – 2011

Assistant Treasurer

- Responsible for salary and benefit projections in order to assist the treasurer in updating the five-year forecast.
- Worked with the treasurer on the appropriations and certificate of estimated resources.
- Helped with board meetings which include preparing the board packets and agendas as well as filling in when the treasurer is not present.
- Responsible for payroll processing, monthly reconciliations, and quarterly and year-end payroll closings.
- Handled the insurance benefits which include enrollments and terminations, monthly payments, and assistance to staff members regarding questions or concerns about the benefits.
- Worked with the treasurer in building an insurance modeling spreadsheet as the district explored a Health Savings Account in order to save on insurance costs.
- Assisted with the reconciliation and balancing of bank accounts for month end closing.
- In charge of accounts receivable to ensure that all monies owed are reimbursed.
- Responsible for monitoring grant accounts and performing project cash requests as needed.

Marysville Exempted Village School District, Marysville, Ohio

2008 – 2010

Fiscal Support

- Processed purchase orders, invoices, and receipts while ensuring the transactions were coded correctly to USAS standards.
- Assisted the treasurer in the annual budgeting process through extracting account data and compiling worksheets for different department chairs throughout the district.
- Filed catastrophic costs, excess costs and handled other tuition related matters while working closely with the special education administrator and EMIS coordinator.
- Collaborated with the grant administrator to set up new accounts, monitor expendable balances, make account modifications as needed, perform project cash requests and file the final expenditure reports.
- Oversaw the records retention program which included revisions and updates to the retention schedule and advising district personnel when to properly dispose records.
- Worked with the school business manager and key vendors relating to cooperative purchasing programs, contracts and lease agreements.

- Responsible for documenting department processes to ensure continuity of business operations.
- In charge of overseeing certain student activities and making sure that the correct paperwork is submitted as required by the AOS (statement of purpose, budget, and sales project potential).

JP Morgan Chase, Columbus, Ohio

Internal Auditor

2007 – 2008

- Advised clients on ways to mitigate potential risk exposure through modifying control procedures.
- Collaborated with a team of staff auditors to develop action plans for internal business units to help reduce financial risks to the bank.
- Developed audit projects, including the continuous home lending audit for 2008 to drive changes to the annual plan.
- Recommended a new reconciliation procedure for nine wholesale lending units resulting in a streamlined process.
- Identified control deficiencies within a specific line of business that required a better quality assurance process and an increase in management oversight.

Option One Mortgage, Columbus, Ohio

Sales Support Representative

2006 – 2007

- Developed relationships with external clients while maintaining a 50 percent customer retention rate.
- Supported clients on the automated underwriting platform in order to save time and maximize cost-efficiency.
- Utilized a reporting database in order to identify and prospect new clients through cold calling and email marketing campaigns.
- Increased daily loan applications by over 40 percent of the original baseline within the first three months of employment.

Nationstar Mortgage, Columbus, Ohio

Account Executive

2005 – 2006

- Presented company products and services to business owners, management, and staff.
- Led the Northern Ohio region in loan volume from August 2005 thru January 2006.
- Evaluated daily reports to identify performance of existing brokers and potential prospects.
- Developed annual territory goals and projections based on historical data for senior management.
- Expanded new accounts by over 60 percent in the first 12 months of hire date.

Option One Mortgage, Columbus, Ohio

Underwriter II

2001 – 2004

Columbus, Ohio

- Underwrote loan packages with \$500,000 in lending authority.
- Identified solutions for account managers on problem files prior to closing.
- Reviewed appraisals and researched property values to identify potential lending risks.
- Audited loans for new underwriters to verify completeness and accuracy.
- Trained new underwriters on potential risk, indicators and the significance of fraud awareness.

EDUCATION

Ohio University, Athens, Ohio

Bachelor of Business Administration in Finance, 2001

GPA 3.4 on 4.0 scale

COMPUTER SKILLS

- | | |
|--|-----------------------------|
| ▪ Microsoft Office: Excel; Word, Power | ▪ GroupWise |
| Point, Access, and Outlook | ▪ State Accounting Software |
| ▪ PeopleSoft | ▪ Safari |
| ▪ Lotus Notes | ▪ GroupWise |

Nannette Sherman

727 Brown St, Zanesville, OH 43701

Phone: 740-607-9174 E-Mail: nsherman@charterschoolspec.com

Experience

Charter School Specialists

August 20, 2018-Present

Position: Director of Federal Programs & School Improvement Coordinator

Responsible for providing technical assistance to schools regarding compliance to federal regulations for all Title Programs. Provide professional development training to school leaders regarding federal grant guidance and regulations. Responsible for completing federal consolidated grant applications for contracted schools. Responsible for coordinating and assisting schools with school improvement.

Ohio Department of Education

March 17, 2014-Present

Position: Office of Federal Programs Consultant

Responsible for providing technical assistance to districts regarding compliance to federal regulations for all Title Programs. Also serve as an auditor to monitor compliance to ESSA. Provide professional development training to district personnel including superintendents, treasurers, directors, and teaching staff. Reviews district grant applications and revisions. Responsible for the state monitoring of district Maintenance of Effort.

Clovis Municipal Schools

July 1, 2010-February 17, 2014

Position: Executive Director Student Support Services & Compliance Coordinator

Responsible for all special education programs for district; 504 plans; recruitment and hiring of special education and related services staff; supervision of SAT referral process; served as district hearing officer for Expulsion Hearings for all special education and gifted students. Supervision of 80 staff members. Completion of IDEA B Grant Application and Impact Aid Application.

West Contra Costa USD

July 1, 2008-June 30, 2010

Position: Special Education Administrator, Secondary Programs and 504s.

Responsible for all special education programs for secondary programs in the district. Reviewed IEPs served as administrator at IEP meetings; led professional development trainings for special education teachers and related services staff.

Lake Elsinore USD

July 1, 2007-June 30, 2008

Position: Program Specialist

Responsible for secondary special education programs in the district. Reviewed IEPs, served as administrator at IEP meetings. Provided professional development for secondary special education teachers.

Val Verde USD

December 1995-June 30, 2008

Positions: Special Education Teacher 9-12, Kindergarten Teacher, ½ Split Classroom Teacher; Title I Program Teacher, Assistant Principal.

Responsible for teaching general education students; also designed and ran the Title I intervention program on elementary campus. Served as Special Education Department Chair and teachers' union site representative. Helped write curriculum for secondary special education classes.

Riverside County Office of Education

August 15, 1987-6-1990/6-1992 -12-1995

Position: Special Education Teacher

Special education teacher for emotionally disturbed students in grades 4-6 and 9-12.

Education

Walden University

2009-2011

Doctorate in Education Program. Withdrew due to new work requirements.

University of California

1995-2000

Master's in Educational Administration. Doctorate in Education Program in Educational Administration, withdrew due to personal issues.

Muskingum College

1985-1986

Credential program in Learning Disabilities and Behavior Disorders.

Ohio University

1975-1985

BA in Psychology.

Skills & Credentials

Experience with web-based IEP programs. Certificate of English Language Development through California.

State of Ohio teaching licenses: 7-12 Biology, Social Psychology, K-12 Learning Handicapped and Behavior Disordered.

State of New Mexico Level III teaching licenses: PK-12 Special Education, K-8 Elementary, Administration.

State of California Professional teaching licenses: PK-12 Special Education Mild to Moderate Specialist, K-8 Elementary, Administration.

References

Steven Foreman

740-607-6815

980 Eastward Circle, Zanesville, OH 43701

Chantelle Carter

937-631-3786

2415 Erter Dr, Springfield, OH 45503

Elena Sanders

614-752-1561

25 S. Front St, Columbus, OH 43214

BUDDY HARRIS

1172 Autumn Creek Cr. • Westerville, OH 43081 • C: 919-423-7829 E: Harris.Buddy@gmail.com

CORE COMPETENCIES

- Program Administration
- Public Policy
- School Design and Improvement
- Public Speaking
- Research & Analysis
- Strategic Planning
- Government Relations
- Training & Development
- Policy Development and Advocacy
- Grants Management

EXPERIENCE

VICE PRESIDENT OF SCHOOL IMPROVEMENT, CHARTER SCHOOL SPECIALISTS (March 2021 – Present)

- Lead the school improvement sponsor functions for 69 sponsored charter schools across Ohio.
- Manage a seven-person team in providing tools and value for sponsored schools through professional development, technical assistance, and school improvement compliance monitoring.
- Utilize data analytics to set strategic goals for personnel management and targeted improvement initiatives.
- Engage with state leaders, associations, and stakeholder groups on key policy issues to support school choice and innovative approaches to education.

FOUNDER/CONSULTANT, NarrativED Consulting LLC (June 2020 – Present)

- Consult with schools, community organizations, and businesses on the following: strategic planning and visioning, communications, workforce development, policy development and advocacy, and cross-sector collaboration and partnership building.

DIRECTOR, STRATEGIC PARTNERSHIPS, NORTH AMERICA, UBTECH EDUCATION (August 2019 – May 2020)

- Cultivated partnerships with industry and education associations to position UBTECH solutions.
- Built cross-sector partnerships with business/industry, higher education, trade groups and associations, and K-12 districts to position the company as an advocate for STEM education and workforce development.

OHIO DEPARTMENT OF EDUCATION (ODE), Columbus, Ohio

INNOVATION SPECIALIST, OFFICE OF APPROACHES TO TEACHING AND PROFESSIONAL LEARNING (January 2019 – August 2019)

- Collaborated with agency leaders throughout ODE as part of a new office designed to fully integrate innovative practice.
- Served on leadership team to launch new high school redesign pilot in conjunction with Johns Hopkins University.
- Functioned as Department lead for Innovation Lab Network, promoting personalized learning in Ohio by interacting with CCSSO's Innovation Lab Network and 25 Ohio school districts.

DIRECTOR, OFFICE OF INNOVATION (April 2016 – December 2018)

Collaborated with department directors, community, school and government stakeholders – including Ohio Governor's senior staff, state legislators, heads of agencies, and school district superintendents – to encourage, implement, and assess innovative practices throughout Ohio.

BUDDY HARRIS, PAGE 2

1172 Autumn Creek Cr. • Westerville, OH 43081 • C: 919-423-7829 E: Harris.Buddy@gmail.com

Represented ODE across a variety of organizations, including the State Performance Assessment workgroup, the Cross-state Competency-Based Education Collaborative and CCSSO's Transformational Leaders Workgroup.

- ➔ Collaborated with the Ohio STEM Learning Network and the STEM designation committee to promote STEM education.
- ➔ Successfully administered a \$2 million initiative to fund a competency-based education pilot initiative across five sites.
- ➔ Completed the Strategic Data Fellowship at the Center for Education Policy Research (Harvard University). Researched best practices by which qualitative and quantitative data could be used to improve policy making in alternative education.
- ➔ Led creation of the Purple Star Award for schools committed to serving military students and families.
- ➔ Facilitated the State Superintendent's Workgroup on Dropout Prevention and Recovery comprised of the Chair of the House Education Committee, Chair of the Senate Education Committee, the CEO of Cleveland's public schools, and other school leaders.

SENIOR POLICY ANALYST (August 2014 – April 2016)

As a key member of senior policy team, conferred with and advised the State Superintendent of Public Instruction on new and emerging policy proposals. Negotiated policy ideas in partnership with the Director of Legislative Affairs, formulating and distributing numerous policy overview documents, grant applications and annual reports.

- ➔ Selected as lead administrator, developed and launched \$10 million Community Connectors Grant Program used to mentor individuals via cross-sector community partnerships.
- ➔ Participated in the design and implementation of improved academic distress commissions for failing school districts.
- ➔ Regularly partnered with senior-level officials from numerous state agencies and the executive branch to develop and implement high-profile, innovative state-wide policy initiatives.

THE HUNT INSTITUTE, Durham, North Carolina

NORTH CAROLINA EDUCATION POLICY ANALYST (November 2012 – August 2014)

For mid-level position reporting directly to the Director of Policy, formulated concept papers and disseminated critical information and data to legislators during course of annual events.

- ➔ Helped enhance, refine and clarify North Carolina state, national education policy and research. Accomplished result by tracking latest related developments in college and career readiness, teaching practices and teacher tenure, digital learning, and career and technical education topics.
- ➔ Worked with program team to organize the 2014 Holshouser Legislators Retreat attended by 60 state legislators and numerous national experts and school leaders with the purpose of learning about latest education innovations.

EARLY CAREER & ADDITIONAL PROFESSIONAL EXPERIENCE

Curriculum Developer, Institute for Homeland Security & Workforce Development

North Carolina Central University, Durham, North Carolina (April 2009 – November 2012)

Collaborated with subject matter experts to create U.S. Department of Homeland Security (DHS) courses.

BUDDY HARRIS, PAGE 3

1172 Autumn Creek Cr. • Westerville, OH 43081 • C: 919-423-7829 E: Harris.Buddy@gmail.com

Executive Director, Public Allies North Carolina, North Carolina Central University (April 2006 – April 2009)

Oversaw three ten-month community service apprenticeship programs, managing 45 AmeriCorps members and four staff members as part of AmeriCorps high school/college graduate leadership training program.

Adjunct Professor, Departments of English and Public Administration, North Carolina Central University (Fall 2007 – Fall 2012)

Instructed students on a variety of subject matter – including professional skills, nonprofit management, and strategic planning – teaching “Introduction to College Composition” course (English 1110).

Teach for America, 6th Grade Language Arts Teacher, Clinton Middle School, Clinton, Louisiana (June 1995 – June 1997)

Taught 6th grade language arts in underserved rural Louisiana.

EDUCATION & TRAINING:

Master of Fine Arts in English/Fiction Writing

The Ohio State University, Columbus, Ohio (2005)

Master of Arts in Southern Studies

The University of Mississippi, Oxford, Mississippi (2001)
(Social Capital and Rural Public Schools)

Bachelor of Arts in Journalism and Psychology

University of North Carolina at Chapel Hill, Chapel Hill, North Carolina (1994)

Strategic Data Project, Agency Fellow

Center for Education Policy Research, Harvard University, Cambridge, Massachusetts (2015 – 2017)

Kerry Jupina
1008 Stans Way SE
Warren, Ohio 44484
330-518-0841 / kerryjupina@gmail.com

Professional Experience

Education Empowerment Group

June 2022 to November

Director of Operations

Responsible overall operations of EEG managed Drop Out Recovery and High Schools across the state of Ohio. Supervised, mentored, and coached 7 Building Principals. Responsible for the development and implementation of the 22+ Program in 5 DOPR schools. Provided oversight of the CTE initiatives and credentialing programs at the school level.

Charter School Specialist

June 2016 to June 2022

Director of College and Career Readiness

Responsible for oversight of 71 sponsored schools across Ohio for their career pathway and student exploration and career advisory initiatives. Provide onsite and technical assistance with college and career programs as well as their School Improvement Plans. Participated in Onsite assistance reviews and compliance site reviews. Ensure schools were meeting their contractual agreements aligned and approved by the Ohio Department of Education.

PsyCare Inc. Counseling Agency

May 2014 to June 2016

Director of School and Family Solutions

Develop and manage school counseling programs in 7 school district to address student social/emotional issues. . Supervise School Social Workers.

Independent Education Consultant, LSW

July 2012 to 2015

High Schools, Charter Schools and Higher ed. Schools

Provide School Improvement expertise in many areas including but not limited to, Student Social Emotional Well Being, Student Recruitment and Enrollment, Academic Improvement, Operations, Business Development, Youth Development, Family Support and Engagement, Building Relationships, Understanding Poverty, Community Engagement and Student Retention.

White Hat Management, Akron, Ohio

June 2009 to June 2012

Vice President, Life Skills Centers

Responsible for overall operations and strategic planning of 30 dropout-recovery Charter High Schools. Managed 30 school administrators. Managed multi-million-dollar budget. Lead strategic planning and marketing initiatives for 30 schools.

Director of Academic Achievement & Administrator Development

Directed the academic programming of 36 Life Skills Centers (Dropout Recovery High Schools) in five states. Developed and trained current and new Principals/Administrators within the schools. Supervisor/Team Leader of five corporate directors. Assisted 18 schools with the development of their School Improvement Plans and monitored their progress.

Trumbull County Life Skills Center, Warren, Ohio

August 2001 to June 2009

Administrator

Provided educational leadership to all staff. Guided, assisted and supported all educational activities and school improvements efforts. Maintained discipline and Code of Conduct. Responsible for all staff hiring, training and

retention. Facilitated new student orientations. Evaluated staff members in assigned duties. Provided oversight for staff Professional Development. Insure the school met all state compliance requirements. Engaged in local marketing efforts for school enrollment.

Assistant Administrator

Assisted in administrating center policies. Maintained discipline activities according to the school's Code of Conduct. Assisted with staff evaluations, attendance, enrollment and expulsions hearings.

Family Education Advocate

Responsible for working with student's ages 16 to 21 and their families by providing social work services to reduce or eliminate any obstacles that may interfere with the educational process of the student. Worked closely with school principal and staff to help each student succeed.

Warren City Schools, Warren, Ohio

January 1999 to August 2001

Outreach Coordinator

Responsible for coordination and implementation of drug and alcohol education and safety programs in 15-schools in the district. Provided student and family interventions. Managed a summer academic and recreation program. Supervised 15 school-community liaisons. Responsible for managing Safe and Drug Free Schools grant and maintaining budgets.

Ohio Department of Education

May 2000 to June 2002

Contracted Trainer

Provided Conflict Management training for schools throughout the state of Ohio for the Ohio Commission Dispute Resolution & Conflict Management.

Belmont County Community Action Commission, St. Clairsville, Ohio

February 1998 to January 1999

Social Worker/Family Mentor

Provided home-based services to families in Early Start and Early Intervention programs. Conducted childhood screening utilizing the Battelle Developmental Inventory and the Denver Developmental Screening tools. Initiated and maintained Individual Family Service Plans while working directly with local community agencies.

Education

State University of New York at Brockport, Brockport, New York

September 1987 to August 1991

Bachelor of Science: Health Science - Minor: Psychology – Concentration: Substance abuse Counseling

Other Trainings

License Social Worker

Trauma

June 1997 to present

Aha Process, Inc., Houston, Texas

December 2011 to December 2013

Certified Trainer in A Framework for Understanding Poverty and Educational Researched based strategies

Activities

Academy of Arts and Sciences

August 2007 to June

2009

Board Member



ANDREA N. DOBBINS

456 Southview Drive, East Liverpool, OH 43920 | (C) 330-831-6648 | adobbs22315@gmail.com

PROFILE

Experienced principal and academic coach specializing in data-driven instruction and quality school improvement. An experienced educator that remains focused on educationally sound best practices to meet and enhance students' needs and interests.

EDUCATION

Master of Science: Educational Leadership

Salem International University, 2010

Course of Study: Principal, Supervisor of Instruction, & Superintendent Pre-K to Adult

Ohio License Held: Principal grades 5-12, Administrative Specialist Curriculum, Instruction, and Professional Development, Integrated Social Studies grades 7-12

Bachelor of Science: Education

Youngstown State University, 2005

High School Diploma: College Prep

East Liverpool High School, Class of 2000

WORK EXPERIENCE

Charter School Specialists- School Improvement Coordinator

10/2019–Current

Provide oversight and monitoring of sponsored charter schools. Attend governing authority meetings to provide pertinent state, and sponsor information, law updates, deadlines and support to governing authority members and school leaders. Monitor implementation of school education plans including curriculum and resources, staff and school leader evaluations, multi-tiered systems of support, school improvement plans, and academic data. Provide technical assistance to schools to support governing authority and school improvement planning.

Buckeye Online School for Success- Principal

05/2012–10/2019

Served as school leader responsible for overseeing the daily operations of the school. Developed curriculum, facilitated professional development planning, established and maintained community partnerships. Created and monitored school improvement planning for the district.

Buckeye Online School for Success- Teacher

04/2006–05/2012

Created an interactive virtual classroom atmosphere to maintain student interest and facilitate learning. Developed an online course of study for the American Government curriculum.

PROFESSIONAL REFERENCES

Porsche Chisley, Director of School Improvement- Charter School Specialists
pchisley@charterschoolspec.com

Don Thompson, Director- Buckeye Online School for Success
330-385-1987
dthompson@go2boss.com

Maria Hoffmaster, School Improvement Consultant- State Support Team Region 5
330-533-8755
maria.hoffmaster@sstr5.org

Michael Douglas, Treasurer- Salem City Schools
330-332-0316 ext. 58217
DouglasM@salem.k12.oh.us

Jack Cunningham, Principal- North Elementary East Liverpool City Schools
330-386-8772
jcunningham@elcsd.k12.oh.us

DANIEL R. WILLENBORG

South Lyon, MI 48178 | (248) 961-6407 | danielwillenborg@att.net

Professional Summary

Strong leader and team player with experience of managing multiple priorities with a positive attitude and successful results. Excellent communication, time management, and problem solving skills. Outstanding reputation of integrity and collaboration. Learned leadership in the USMC and people skills through a career in educational administration. Recently retired from K-12 public education. Planning to relocate to the Portage County area.

Work History

Director of Secondary Programs & District Services

11/2017 to 06/2022

Livonia Public Schools – Livonia, MI

- Responsibilities included oversight of three high schools, a career technical center, and three middle schools.
- Prepared and presented reports for the Board of Education and the evaluation of over two dozen building administrators.
- Contributed as a proactive problem-solver and as a collaborative team member of the Superintendent's Cabinet.

Principal, Franklin High School

07/2000 to 11/2017

Livonia Public Schools – Livonia, MI

- Led administrative staff, instructional and support staff, students, and parents toward educational goals.
- Led school improvement efforts across areas of school culture and academic achievement.
- Daily interaction as an advisor and support person for students,

Infantry Officer

United States Marine Corps – Marine Corps Base Camp LeJeune, NC

- Sea Service Ribbon; Good Conduct Medal; Honorable Discharge

Education

Master of Arts: Educational Administration

1996

Michigan State University - East Lansing, MI

Bachelor of Arts: International Relations

1983

Michigan State University - East Lansing, MI

Delores Junior

SKILLS

- Ability to successfully operate a school
- Ability to raise student achievement
- Ability to mentor teachers

PROFESSIONAL EXPERIENCE

Cleveland Municipal School District

- Taught 6th – 9th grades Science, Physical Education at Wilson Junior High
- Taught 6th – 9th grades Science, Physical Education at Robert H. Jamison Junior High
- Taught 9th – 12th grades Science at Collinwood High School (Summer School)
- Summer School Coordinator for CMSD

Assistant Principal

Served as Assistant Principal at West Tech High School, Central Junior High, Newton D. Baker, Junior High, and Robert H. Jamison Junior High.. My responsibilities included student discipline, lunchroom, parent involvement, evaluating teachers, paraprofessionals, security staff, clerical personnel and student scheduling.

Principal

Served as Principal at East High School, Glenville Twilight School and Wilson Military School. My responsibilities included the total operation of the school, including school based management budget, evaluating staff, professional development, parent involvement, student scheduling and transportation.

- Managed the school budget and monitored all spending including Title funds
- Decreased Student Suspension by revamping in-house responses to discipline needs
- Increased Attendance
- Increased the passage rate of students passing the OPT
- Mentor new teachers
- Team Building – Planned and directed Faculty Meetings and Staff Professional Development

Charter School Specialist

- Northeast Regional Representative
- Compliance Coordinator for 10 years
- CSS Liaison for Board Meetings
- Assisted schools to meet state and federal requirements
- Observed classroom teachers and offered feedback

- CSS Sponsorship Team
- SIT (School Improvement Team)
- OLAC Training
- Knowledge in Title Funds, OAR (Onsite Assistance Review), OIP (Ohio Improvement Progress),
- Curriculum Mapping

EDUCATION

- B. S. in Education, Bowling Green State University, Bowling Green, Ohio
- M. A. in Curriculum and Instruction Cleveland State University, Cleveland, Ohio
- Post Master Studies at Walsh University

Jennifer E. Heyman

4 Edgewater Court- Wakeman, Ohio 44889
216.402.4152
jennifer.heyman1@gmail.com

*"Love is the heartbeat of this school,
and it comes from Miss Heyman.
Every teacher is hired with the
knowledge and intention that they are
here to love kids and equip them with
the tools needed for lifelong success."*

-Tiffany Fong, Teacher

*"Ms. Heyman has a natural ability
to lead. She builds strong and
impactful relationships with her team
and her families by pushing each of
them to reach their highest potential.
She does not falter in the face of
adversity, and she has seen success in
every role she has earned."*

-Pharaon Hranko, Principal

*"You saw something in me that no
one else did. If it weren't for you, I
never would have made it."*

-Isaiah Ray, Former Student

Objective

Assiduous, passionate, driven leader seeking to further her ability to touch the lives of students of all ages; motivated by success and willing to work diligently to help every school reach their fullest potential, achieve excellence, and prepare students for lifelong success

Education and Certifications

Bachelor of Science in Early Childhood Education, Cum Laude
Bowling Green State University, 2008

Certifications

State of Ohio, Preschool through Third Grade Education

Ohio Teacher Evaluation System 2.0

State of Ohio, Alternative Principal Licensure (In Progress)

Key Qualifications

Experience in **hiring and retaining high quality educators**, as evidenced by a 90% staff retention rate over the last three school years

Instructional leader with measurable accomplishments, including increasing the Performance Index score on the state report card from a 43/F to a 54.6/D within one school year, while maintaining a "C" or higher in the Special Education Category

Capability to **analyze cause and effect relationships** and implement solutions to problems, as evidenced by the addition of a Preschool and a Yoga and Meditation Room to both increase enrollment and increase student achievement

Accomplished academic coach with proven results, as evidenced by all teaching staff holding Skilled or higher rating on the Ohio Teacher Evaluation System

Interpersonal and organizational skills that will be beneficial in coordinating and leading high yield Professional Development and collaborating with colleagues

Ability to interact with at-risk students and families and **respect for diversity** in experiences and backgrounds of individuals

Desire to **work relentlessly** in the pursuit of the **Charter School Specialists' Mission and Vision**

Employment

- **School Improvement Coordinator, Charter School Specialists:** August 2021-Present
Pickerington, Ohio
- **Principal, Orchard Park Academy:** August 2018 to May 2021
Oakmont Education, Cleveland, Ohio
- **Principal, West Preparatory Academy:** January 2015 to August 2018
Oakmont Education, Cleveland, Ohio
- **Assistant Principal, Imagine Harvard Community School:** August 2013 to January 2015
Imagine Schools, Cleveland, Ohio
- **Third Grade Teacher, Imagine Cleveland Academy:** August 2012 to August 2013
Imagine Schools, Cleveland, Ohio
- **Fourth Grade Teacher, C.M. Grant Leadership Academy:** August 2011 to August 2012
The Leona Group, Columbus, Ohio
- **Third Grade Teacher, Bucyrus Elementary:** August 2009 to August 2011
Bucyrus City School District, Bucyrus, Ohio

References available upon request.

Molly Chase

194 Fairgrounds Street. Pataskala, OH. 43062
mollymwheatley1992@gmail.com
614-582-5331

Qualifications and Capabilities

- Eager individual, with the enthusiasm and ability to succeed in a fast-paced office environment.
- Motivated, young professional willing and ready to put forth knowledge.
- Experienced with programs such as Microsoft Office applications, Outlook, Converge, CAMS, and more.

Education

American Public University | Charles Town, WV. 2018-2020
Master of Arts in Management (Concentration in HR Management) **June 2020**

Ohio University | Athens, OH 2010-2013
Bachelor of Science in Journalism **December 2013**

Pickerington High School Central | Pickerington, OH. 2006-2010
High School Diploma **June 2010**

Related Work Experience

Charter School Specialists | Pickerington, OH. November 2021-Present
School Improvement Program Assistant

- Assists with the administrative process for the School Improvement team.
- Collects monthly school improvement standard operation procedures completion updates and reports to the legal team.
- Supports the annual new school application process and education plan review process.
- Assists with the facilitation of SIT professional development events.
- Collects documents from sponsored schools annually.
- Proofreads and edits SIT documents.
- Sends regular communications to school leaders and boards as needed.
- Monitors the school support and intervention process.
- Maintains school improvement related spreadsheets.
- Attends sponsored school board meetings on behalf of CSS.

Hondros College of Nursing | Westerville OH. September 2020-November 2021

Academic Support Advisor

- Focused on student retention by tracking student progress throughout a student's duration in the Associate Degree in Nursing program.
- Created success plans for students repeating courses or struggling through the program.
- Provided academic support to new and current students.
- Instructed COL099 and HCON200 courses.
- Created support materials and provided workshops on student success.
- Was responsible for helping withdrawn students through the re-entry process for the campus.

Hondros College of Nursing | Westerville OH.

August 2017-September 2020

Administrative Coordinator

- Worked as the Administrative Coordinator for the Westerville campus. Worked with current and prospective students in Student Services with scheduling appointments and classes, keeping up to date on vaccinations needed, ordering scrubs and textbooks, etc.
- Took calls for students. Assisted with campus supply orders, scrub audits, student payments, etc.
- Aided Financial Aid with keeping track of student payment plans.
- Responsible for helping withdrawn students through the re-entry process for the campus.
- Was in charge of administering information to new students about State Board of Career Colleges and entering into a career college.

Alliance Data Retail Services | Whitehall, OH.

October 2014-August 2017

Apple Pay and Resolution Specialist

- Worked on the Apple Pay specialty team, which focuses on approving and setting up Apple Pay permissions for credit card customers. Worked with certifications from Experian, Visa, and MasterCard to verify identity and security information with customers, and activated and deactivated Apple Pay tokens
- Worked as a Resolution Specialist for all cobranded credit cards, where escalated calls were sent to me to de-escalate and worked with customers to reach a compromise on any issue.

Discover Financial Services | New Albany, OH.

January 2014-August 2014

Customer Service Representative

- Provided high quality customer service by speaking with customers about their products and services.
- Took payments, sent documents, and completed any statement related inquiries for customers.

Signature Media Group Speakers Bureau | Chicago, IL.
Public Relations/Multimedia Journalist Intern

June 2011-August 2011

- Wrote and created many public relations pieces, both for the website and for outside media outlets.
- Made numerous cold calls for the bureau to book and set up for keynote speakers to speak at different charities and events.

Projects

Capstone Portfolio – Master’s Degree Program

Link: <https://portfolium.com/MollyChase1>

- Final program requirement for course MGMT696 of the Master of Arts in Management program at APUS. Created an ePortfolio which encompasses my most noteworthy presentations and papers from throughout the program.

Kara Kimes

**1235 Rustic Ridge Road, Zanesville, OH 43701 | 740.617.7106 |
kara.kimes2007@gmail.com**

EDUCATION

Muskingum University, New Concord, OH

B.A. of Accounting and Business, GPA: 3.68

2013

Louisville Presbyterian Theological Seminary, Louisville, KY

Master of Divinity, GPA: 3.45

2016

WORK EXPERIENCE

Charter School Specialist, Pickerington, OH

Treasurer

2021 – Present

Provide Treasurer and Fiscal Services for Charter Schools across the state of Ohio; Perform monthly fiscal reviews in compliance with ORC for 69 sponsored schools; Perform semi-annual reviews of five-year forecasts prior to submission to ODE for all sponsored schools; Perform reviews of annual budgets for all sponsored schools; and Complete the annual D-07 Sponsor Report Card and Annual Report Cards for all sponsored schools.

Auditor of State of Ohio, Central and Southeast Region

Assistant Auditor

2018 - 2021

Perform audits of Counties, Townships, Villages, Schools, and other various governmental entities; Perform audits of Federal Program fund receipts; Monitor compliance with ORC; Assess inherent and control risks; Monitor state and federal revenue and expenditure allocations; Monitor invoices and contract invoices for various entities; Perform financial and IT auditing procedures; Document monitoring and application controls in accounting systems; Examine financial statements, accompanying notes, and other documents for compliance and accuracy; Analyze annual spending plans and five-year forecasts; and compose audit comments and recommendations for communication to client management.

Forbes Rehab Services, Mansfield, OH

Senior Accountant

2017 – 2018

Monitor long-term construction project and sales contracts; Prepare and monitor monthly and annual budgets for all departments; Management of accounts payable and accounts receivable clerks; Prepare and present monthly, quarterly, and annual financial statements to management; Prepare expense reimbursements for sales staff; Prepare sales tax returns; Review payroll processing; and prepare payroll tax returns.

Wilging, Roush, and Parsons CPAs, Mansfield, OH

Payroll Specialist

2016 - 2017

Process payroll and remittances for 30+ companies; Prepare income tax returns for individuals and businesses; payroll preparation; Prepare sales tax returns; Compile annual financial statements for numerous businesses; full charge bookkeeping duties including accounts payable and accounts receivable; and assist in governmental audits.

SKILLS AND LICENSURES:

Ohio School Treasurer License, USAS/USPS (Classic and Redesign) Microsoft Excel, Microsoft Word, Power Point, Adobe Acrobat, Intuit QuickBooks, Sage Accounting, SC View, Uniform Accounting Network, TeamMate, Fixed Assets, File Cabinet, Proficient user of technology, and General Administrative Duties.

Barbara C. Murphy

610 Cynthia Court, Richmond Heights, Ohio 44143 bmurphy610@roadrunner.com 216-978-6644

ADMINISTRATIVE EXPERIENCE

Charter School Specialists Contracted Consultant

Pickerington, Ohio

August 2017- present

- Responsible for working with the CSS School Improvement Team to provide academic assistance in improving the state academic standing of schools.
- Visit schools to conduct Onsite Assistance Reviews in order to provide feedback to schools on the articulation and implementation of their Educational Plans.
- Monitor and provide expertise to assist administrators, teachers and school boards in improving student academic performance.

Ohio Department of Education Contracted Consultant

Columbus, Ohio

January 2016- June 2017

- Responsible for being a member of the District Review Team sanctioned by the Academic Distress Commission to conduct an audit of low performing school districts.
- Participate in assessing all academic programs, classroom instruction, written curriculum, educational resources and conducting interviews with academic staff.
- Write the academic portion of the District Review Team Report submitted to the state Superintendent, the Ohio School Board and the district.

Ohio Department of Education Race to the Top Urban Regional Specialist

Columbus, Ohio

August 2011- June 2015

- Oversee the Ohio Department of Education Race to the Top grant for the Cleveland Metropolitan School District, Akron Public Schools and the Dayton Public Schools valued 60 million dollars collectively.
- Monitor grant initiatives to ensure fidelity of implementation, expenditures, and assurances stated in the grant.
- Visit school districts, attend meetings, professional development and work collaboratively with school personnel and their respective teacher unions/ associations.

Cleveland Metropolitan School District Academic Coach for Turnaround Schools

Cleveland, Ohio

March 2009- June 2011

- Work collaboratively with superintendents, principals, and teachers from the ten lowest performing schools PreK-8, implementing the University of Virginia Turnaround School Model to improve academic achievement.
- Provide professional development for teachers and administrators.

- Monitor schools 90 day improvement plans and all testing data.
- Responsible for monitoring all academic initiatives and curriculum development.
- Provide academic support for administrators and teachers as assigned by area superintendents.

**Eagle Heights Academy
Principal K-8**

Youngstown, Ohio

August 2006- June 2008

- Supervise the staff to improve the academic standing of Eagle Heights Academy in the state academic ranking, bringing the school out of Academic Emergency in one year.
- Work collaboratively with staff to design and implement standards based curriculum, pacing guides and select materials aligned to standards.
- Facilitate professional development on data driven instruction and the efficacy of Teaming for Results.
- Partner with Youngstown University to supervise administrative interns and student teachers.

**Warrensville Heights City Schools
Director of Curriculum and Instruction**

Warrensville Heights, Ohio

August 2000- June 2005

- Responsible for the curriculum development, educational programs, supervision of teachers and selection of educational resources.
- Oversee district professional development and all federal programs which included developing the CCIP.
- Supervise the Educational Management Information System (EMIS).
- Work collaboratively with area colleges and universities in the articulation post-secondary options.

**Charles F. Brush High School
Assistant Principal for Curriculum and Instruction.**

Lyndhurst, Ohio

August 1994- June 2005

- Oversee the development and articulation of all curriculum 9-12.
- Supervise all teacher evaluations and professional development
- Responsible for all state and building testing.
- Supervise the building gifted special education and guidance departments.
- Supervise and case manage all IEP plans and the Intervention Assistance Team.
- Director of the John Carroll Teacher Intern Program at Brush High School.

EARLIER EDUCATIONAL EXPERIENCE

Curriculum Specialist	Cleveland Metropolitan School District	September 1994- 1994
Department Chairperson of World Languages and High School Spanish teacher		1973- 1994

.

EDUCATION

The University of Akron Doctoral Program in Educational Leadership

Kent State University 1981

M.Ed. Higher Education and Student Personnel Services

Howard University 1972

BA. Spanish and Secondary Education

REFERENCES

Available upon request.

DELORES T. MORGAN, Ed.D.

811 Wackeman Court, Westerville, OH 43081 | 614-620-9165 | deemorgan@ameritech.net

Experienced leadership in building collaborative cultures and sustainable structures for improving the work of teaching and learning. Key areas of responsibility: chief executive leadership, curriculum and instruction, financial management, human capital strategy, facility master planning, accountability and assessment, policy and governance, and staff and student performance.

OHIO DEPARTMENT OF EDUCATION
District Review Team Member

Columbus, OH

August 2015-present

Trained in review procedures and best practices related to governance, curriculum and instruction, human resources, finances, and student support services. Reviews public school districts to support school improvement efforts as directed by Ohio legislative actions regarding failing schools. Serves as contracted member of a five person on-site team of professionals who subsequently work collaboratively with district leadership groups, Boards of Education, and superintendents to craft a comprehensive school improvement plan guided by the data review.

CHARTER SCHOOL SPECIALISTS
School Improvement Team Member

Pickerington, OH

July 2015-present

Works jointly with a team of seasoned educators to provide comprehensive support to charter schools statewide in the implementation of a standards based curriculum that aligns to Ohio Learning Standards and assessments that focus on career and college preparedness for all students. Emphasis on principal leadership training and fostering problem solving efforts of school leadership teams via the Ohio Improvement Process.

OHIO DEPARTMENT OF EDUCATION
Race to the Top Regional Specialist

Columbus, OH

July 2013 – July 2015

Positioned schools to realize their vision of 100% graduation and college/career readiness by spearheading the implementation of the Federal School Transformation Module. Aligned districts' Race to the Top grant strategies with overarching Ohio Department of Education initiatives and objectives.

- Facilitated 30+ public and charter school Transformation Teams in the implementation of Scope of Work and key state and federal instructional and teacher effectiveness initiatives
- Targeted intensive support and effective interventions to turn around struggling schools
- Planned and implemented professional learning opportunities that align to Ohio Learning Standards, Ohio State Tests, College and Career Readiness Standards, and research-based instructional and assessment strategies

LORAIN CITY SCHOOLS
Superintendent

Lorain, OH

July 2001-2007

Led the 10th largest school district in Ohio serving more than 10,000 students with an ethnically, culturally, and socioeconomically diverse pre-K to 12 student population and an operational budget of \$80,000,000 to significant school improvements through implementation of a standards-based system of curriculum, instruction, and data-driven decision making recognized by the Ohio Department of Education

- Developed and monitored a collaborative process and district Comprehensive Continuous Improvement Plan (CCIP), guided by results of Phi Delta Kappa Curriculum Audit, leading to the establishment of a 5-year district strategic plan
- Through development of school-based leadership teams, increased graduation and attendance rates for all students per 2003, 2004, and 2005 State of Ohio School Report Card data employing numerous support programs, such as mentoring, small schools, Project GRAD, and Early College
- Decreased discipline issues by more than 60% through comprehensive safety and security planning, including conflict resolution programming

- Through community support and leadership, passed a \$216M facilities bond issue to provide 20 new and renovated schools and provided oversight for the construction of seven new schools to date
- Built school and community partnerships to increase student achievement, including NAACP, Lorain County Urban League, Coalition for Hispanic Issues and Progress, Lorain Police Department, Salvation Army, NASA Glen, and Rotary
- Committed to community visibility and decision-making via the Bond Issue Oversight Committee, Business Advisory Council, Curriculum Quality Control Council, Lorain City School District's Facilities Project Design Team, District Safety Committee, High School Advisory Committee, and Small School Steering Committee

COLUMBUS PUBLIC SCHOOLS

Columbus, OH

July 1998-2001

Deputy Superintendent for Academic Achievement

Led the development and implementation of a standards-based system of curriculum and instruction, with primary responsibility for the written, taught, and tested curriculum, pre-K to 12; responsibilities included support and accountability for 143 schools; recruitment; hiring and evaluation of staff; facilities planning; budget and resource management; strategic planning and program evaluation; staff development; and communication design

- Supervised compensatory federal and state programs, including Title I, II, and VI; ESL; special and gifted education; and numerous grants to support all students meeting and exceeding the standards
- Assisted in the planning and implementation of the district's five-year continuous improvement plan
- Led all components of district and division work plans, including directing district financial and personnel resources to accomplish academic mission; implementing research-based initiatives; designing and *operationalizing* comprehensive assessment models; coordinating a district-wide high school reform effort; creating systems for developing instructional leadership skills; and developing strong alliances with community, professional groups, and teacher organizations to assist in the change efforts
- Initiated district restructuring efforts in the areas of teaching and learning; aligned district and school-based budgeting processes to the district goals; established a technological system for ongoing monitoring of student achievement; assisted in the design of an administrative performance evaluation system; implemented a nationally recognized tutor/mentor model; spearheaded the development of curriculum guides and instructional materials aligned to state standards; and developed and implemented a plan for improving low-performing schools

WESTERVILLE PUBLIC SCHOOLS

Westerville, OH

July 1996-1998

Principal, Pointview Elementary

JEFFERSON COUNTY PUBLIC SCHOOLS

Golden, CO

July 1981-1996

Assistant Director for Curriculum and Instruction

Previous positions also included Coordinator of Early Childhood Education, K-8 principal, and Educational Consultant for Jefferson County Schools, CO.; Innovative Grants Coordinator for Adams District #12, CO.; and general and special education teacher for Aurora Public Schools, CO. and Columbus Public Schools, OH.

EDUCATION

DOCTORATE OF EDUCATION (ADMINISTRATION, PLANNING, SOCIAL POLICY)

University of Denver, Denver, CO

MASTER OF ARTS (CURRICULUM AND INSTRUCTION)

University of Denver, Denver, CO

BACHELOR OF SCIENCE (EDUCATION)

Ohio State University, Columbus, Ohio

CERTIFICATIONS

OHIO PROFESSIONAL LICENSURE (July 2014-July 2019)

Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, Director of Special Education, Principal

COGNITIVE COACH – Center for Cognitive Coaching, Denver, CO

OHIO TEACHER EVALUATION SYSTEM EVALUATOR (Sept. 2016 – Sept. 2018)

OHIO PRINCIPAL EVALUATION SYSTEM EVALUATOR (Sept. 2016 – Sept. 2018)

COMMON CORE INSTITUTE BLACKBELT CERTIFICATION I & II

PROFESSIONAL LEADERSHIP

Ohio Reading and Literacy Partnership Team

Ohio National Academy of Superintendents, 2003, 2004, and 2005

Ohio School Leadership Institute Program, *Participant*

School Study Council of Ohio, *Advisory Board*

Ohio State University, *Dean's Search Committee*

Ohio Governor's Commission for Student Success, *Advisor*

Ohio Governor's Commission on Literacy

Ohio Mentoring Center, *Advisory Board*

Walt Disney Productions, *Educational Program Consultant*

Colorado 2000, *Governor's Planning Commission and Goal 1 Subcommittee Chair*

Metropolitan State College, Colorado, *Advisory Board*

Regis University, Colorado, *Adjunct Professor and Graduate Program Advisor*

University of Denver, Colorado, *Teaching Assistant*

American Association of School Administrators (AASA), *Member*

Buckeye Association of School Administrators (BASA), *Member*

Ohio Elementary and Secondary Principals Association, *Member*

Association for Supervision and Curriculum Development (ASCD), *Member*

RECOGNITIONS

Superintendent's Performance Award, Lorain City Schools (2003-2007)

Lorain Parks and Recreation Committee Leadership Award, 2002

Lorain County Urban League Excellence in Education Award, 2004 and 2007

Lorain County Community College Achievement Making a Difference Award, 2001

El Centro de Servicios Sociales para la Comunidad President's Award, 2001

Ohio Civil Rights Commission's Keeping the Dream Alive Award, 2003 and 2007

Lorain County Community College Award of Distinction, 2003 and 2007

Lorain County NAACP Community Award, 2006

National Committee for Employer Support of the Guard Reserve Award, 2006

Martin Luther King Jr. Award, 2007

Lorain County Alliance of Black School Educators, Excellence in Education Award,

Superintendent's Performance Award, Columbus Public Schools, 1998-2001

Ohio BEST Award, 1999-2000 (Columbus Reads) and 1997/1998 (Effective Practice/Westerville)

Phi Delta Kappa, Excellence in Education Award, 1995/1996

CAEA National Leadership Award, 1994

NAEYC Program Recognition Award for Innovative Early Childhood Programming

Phi Delta Kappa Honorary

Kappa Delta Pi Educational Honorary

Porsche J. Chisley

40 Hill Road South
Pickerington, OH 43147
614-837-8945 Ext.18

Education	University of Missouri- St. Louis Masters of Elementary Education	August 2011-August 2013
	Ohio State University Columbus Campus Bachelors of Arts in Psychology Education Minor	August 2007-June 2011
Awards & Activities	Morrill Excellence Scholar, College of Arts & Science Rising Star Award, Outstanding First Year Student Award 2008, Outstanding Senior Award 2011, National-Pan-Hellenic Council Sister of the Year Award 2011, African American Homecoming Queen 2009, Ohio State University Homecoming Court 2010	
Certification	Ohio 4 year Resident Educator License (Early Childhood P-3)	Issued June 30, 2014
	Credentialed Teacher Evaluator (OTES)	Issue November 12, 2015
Professional Profile	Charter School Specialists	March 2017-Current
	School Improvement Coordinator	
	<ul style="list-style-type: none">• Conduct On-site assistance reviews at 42 sponsored schools focusing on curriculum, education plan implementation, instructional delivery, prevention/intervention plan, professional growth and continuous improvement;• Review schools' local report cards and normed assessment data;• Attend community school board meetings; provide technical assistance to school and Governing Authority as needed• Complete Opening Assurances before the start of the school year; Review new and existing school applications;	
	Ohio Department of Education	August 2016-March 2017
	Education Specialist	
	<ul style="list-style-type: none">• Monitor community school sponsors for compliance with the Ohio Revised Code, the Ohio Administrative Code, and requirements of community school contracts• Review legislative proposals and make recommendations to Center leadership• Work in collaboration with the sponsor evaluation team and office leadership to analyze data and implement corrective action and development plans for sponsors• Provide guidance to potential community school developers and other stakeholders• Write reports detailing project progress and synthesize data from various sources to summarize results, comment on trends, and make projections of changes• Provide ongoing support to Charter School Sponsors in Ohio	
	Renaissance Academy	August 2015-August 2016
	Director of Student Data & Reporting/FIP Facilitator	
	<ul style="list-style-type: none">• Lead school improvement initiatives for the Ohio Improvement Process• Assisted Principal with the completion of Ohio Teacher Evaluations• Trained and Provided Professional Development to 14 teachers on implementing Formative Instructional Practices (FIP); observed classroom instruction and provided specific & measurable feedback• Ensured compliance with all state and external data requests; Provided school data reports (STAR Testing & School Benchmarks) to administrative team, teachers, and Board members• Tracked, analyzed, and synthesized school-wide academic data sets (STAR Testing, PARC Testing, AIR Testing, Benchmarks, and Teacher-Created Assessments)	

Porsche J. Chisley

40 Hill Road South
Pickerington, OH 43147
614-837-8945 Ext.18

KIPP: Columbus Middle School

August 2013-June 2015

Lead Teacher; Grade Level Chair

- Provided data-driven grammar and writing instruction: 88% of students showed more than typical growth on the Language Usage portion of the Northwest Evaluation Association (NWEA) MAP Test
- Lead the Humanities Department in Content-Team Meetings bi-weekly; served on School Leadership team as Lower Middle School Ambassador
- Selected as Grade Level Chair for 6th grade team; lead weekly meetings on academic progress and school cultural concerns and initiatives

Teach For America

June 2011-May 2013

Corp Member- Kindergarten Teacher

- Taught in under resourced public schools in St. Louis, Missouri
- Engaged in a full schedule of professional development activities including seminars, discussion groups, workshops, individual and group reflections, readings, and learning teams specific to Elementary Education
- Sue Lehman Teacher of the Year Nominee 2012-2013

Professional Profile

Lucas Crossing Elementary Kindergarten Lead Teacher

August 2011-May 2013

- Planned and implemented rigorous lessons focused on mastering Common Core Standards for over 40 students during a two year time span
- Recorded and reviewed data for all kindergarten students after each Math and Reading Topic Assessment with Kindergarten teacher and Administrative Staff
- Conducted daily character development activities to foster a nurturing and safe environment for students
- Lead a data collection initiative amongst Kindergarten teachers; implemented data tracking using Microsoft Excel teacher-made tracker; 100% of students mastered end of year Reading Mastery Assessment; 10% of students placed into the Gifted Program at the end of the Academic Year

Leadership

Urban Minority Alcoholism & Drug Abuse Outreach Program Summer Camp Educational Consultant

June 2014-July 2014

- Produced Pre and Post Assessments using Common Core Aligned student curriculum for kindergarten through eighth grade students
- Collected Pre-Test Data and created a curriculum map based on the needs of students using Power Standards; Collected Post-Test Data and reported the outcomes using graphs for quantitative measures of growth and student surveys for qualitative results
- Created a written report with pre and post test data for organization to use for grant writing and funding

Columbus Urban League Young Professionals Board Member & Co-Chair Education & Youth Initiatives

January 2015-Current

- Provide program planning and support to the Columbus Urban League's Head Start Programs
- Implement new initiatives to promote academic achievement in low-income neighborhoods amongst school-aged students
- Plan programs targeted towards Urban students focusing on positive decision making, excellence through academic achievement, and civic responsibility

ADA DRAFT COMPREHENSIVE ASSESSMENT
ATTACHMENT

February 20, 2012

Akron Digital Academy
Attn: Mr. Schuett on behalf of the Akron
Digital Academy's Board of Directors
335 Main Street
Akron, OH 44308

Dear Board Members,

**Re: Comprehensive Organizational & Academic School Assessment
Charter School Specialists (CSS) Report & Recommendations**

We are pleased to present the following report which summarizes our review, assessment and recommendations for the Akron Digital Academy.

As you have requested, members of the Charter School Specialists team with expertise in various areas of school oversight and operations have spent time evaluating the Akron Digital Academy school sites. Our on-site engagement included extensive records review, as well as discussions with administrators, teachers, and staff.

Your school programs have provided the academic instruction necessary to allow over 400 students to earn their high school diploma over the last several years. Your programs show great promise and have the potential to be an outstanding educational asset for students not only in Akron, but throughout Summit County and the State of Ohio.

A report of this depth and length is a lot to digest. We are eager to discuss our findings and recommendations, as well as to answer any questions.

Thank you for the opportunity to work with you toward a shared goal: an outstanding school well-positioned to serve its students – this year and beyond.

Respectfully,

Dave L. Cash
President
CC – All Board Members ?

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I. EXECUTIVE SUMMARY

Charter School Specialists (CSS) was contracted to conduct a Comprehensive Organizational & Academic Assessment for Akron Digital Academy (“ADA”) or (“School”). Working closely with key stakeholders, members of the Charter School Specialists team - with extensive expertise in various areas of school operations - conducted a thorough review and assessment of the school’s operational and academic accountability, governance and leadership.

ADA currently has an average daily enrollment of over 600 students across 4 facilities offering a variation of 4 different academic programs. ADA has been successful in graduating 113 students during 2011 -2012 and to date 432 students have graduated from ADA.

The School provides multiple offerings for students not served through Akron Public Schools. Individualized learning plans for each student in K-12 are offered , which include; elementary offerings; a high school offering; a remediation and credit recovery offering; the Gaining Positive Skills (“GPS”) program for older students, and a new direct instruction focused Advancement Via Individual Determination (“AVID”) program. Unfortunately, the unique offerings and stand-alone structure are not always recognized by School employees as a collaborative set of programs offered through an independent charter school.

ADA teachers are highly-competent and bring years of experience and a clear commitment to helping students achieve their full potential. These teachers are great assets and while expertise and experience is highly valuable, it must be communicated that ADA and its programs are not a direct extension of the Akron Public School system and its benefits. It is beneficial to communicate the differentiating factors to highlight and focus on the benefit of being an independent charter school.

The Charter School Specialists team applauds ADA’s Board of Directors (“Board”) and Leadership for taking the important step of encouraging early detection through a rigorous assessment process in order to determine and implement best practices to further advance ADA’s mission and vision for its students’ success.

The results of Charter School Specialists’ thorough evaluation and findings are documented in this report. While the number of individual tasks, policies and procedures that require attention are significant, it’s important to note that focused effort in several key high-level areas will address countless individual operational items.

Specifically, the school should focus its initial response to this assessment in the following areas:

- Develop and implement a comprehensive communications plan to include strategic organizational direction and objectives which will result in improvements across many of the evaluation areas;
- Develop an organizational structure that includes

- A clearly refined and streamlined reporting structure
 - Comprehensive job descriptions including responsibilities assigned to positions best equipped and most suited to oversee specific areas of concern
 - Core academic teams focused on improved curricular alignment and full compliance with Ohio regulations and appropriate internal policies
 - Full time and consistent staffing at each site as dictated by state mandates and ADA board leadership
 - Consistency in year round hours and days worked for all programs
- Address organizational and procedural weaknesses by developing and establishing protocol for daily operations that supports ADA board level policies

We look forward to reviewing this Report and Recommendations with ADA to help you position the School to be successful in your Mission:

To provide a quality education, in grades K-12, that promotes student achievement for all and preparation for success in completing quality work at the next level.

Much is being accomplished at ADA every day, but we must move forward and promote continued school improvement. The next steps – moving forward to implement the Recommendations included in this Report – will result in achieving the school's goals of Continuous Improvement and Effective School Ratings which we have seen so proudly posted throughout all of the facilities.

II. GOVERNANCE & LEADERSHIP

- A. **GOVERNANCE & OVERSIGHT** A thorough review of Akron Digital Academy's governance and leadership structure was conducted including a review of board meeting agendas and minutes, board policies and records, as well as, discussion on policy and procedures with Cathy Hunt, board secretary, Fred Schuett, Fred Lewis, Bill Romano, Ed Pfeiffer, LaShawn Terrell, Barbara Meacham and several other members of the Academy's leadership team.

Corporate Record Book

Findings: In acquiring board records, there was difficulty in trying to locate current and historical information. The School, or Board corporate records are not maintained as a customary school or non-profit board should maintain its records in one organized location onsite and accessible.

Recommendation: Good governance practices require all non-profit board corporate records to be maintained in one location in an onsite corporate record book so that they are accessible for review by leadership or the public, when necessary or desired. We recommend that the board secretary maintain a corporate record book for all of the board's corporate records, including but not limited to:

Corporate Record Book

- A. Articles of Incorporation
- B. Certificate of Good Standing and Annual Filings
- C. Corporate Bylaws and any revisions
- D. A Board Roster including all names, roles and contact information
- E. Resumes for each of the board members
- F. BCI and FBI background checks for each of the board members
- G. Public notice of previous meetings
- H. Previous minutes showing all action taken
- I. A list of resolutions approved by the board

Board Minutes and Meeting Material

Findings: A current board member roster, schedule of meetings, previous agendas and previous minutes are posted and accessible via the ADA website under the "About Us" tab. This is excellent, in that these documents are public record, so the School website is an appropriate place to maintain the Board actions for ease in public viewing. However, there were only two months of agendas and minutes posted for this school year. There were monthly meetings posted for 2009-2010 and 2010-2011, however; no historical agendas, minutes or board actions were posted prior to this.

Recommendation: Implement a process for timely acquiring and uploading Board

minutes to the website within one month of Board approval. Additionally, ADA should determine how and where all historical minutes will be posted or maintained (beyond 2009 –via the website or other electronic or paper file) to ensure consistency in documented historical public record keeping.

Board Member Documentation

Findings: In reviewing board composition and makeup, it was concluded that the Board is comprised of local membership with significant expertise and capacity, which can be very beneficial for the School. However, we were unable to locate the board member resumes and BCI/FBI background checks as these documents have not been historically maintained by the board secretary on site.

Recommendation: We recommend that the Board members immediately submit to new BCI and FBI background checks, unless they have completed checks within since February 2011, that can be forwarded directly to the School. The background checks should be received and maintained on site for each member of the board, as is required by R.C. 3319.39 and R.C. 3314.19(I),.

Findings: In reviewing board documentation, it was noted that the School has no resumes or bios for its members and its members have not regularly attended or participated in board training for governance or charter school regulations and requirements.

Recommendation: We believe that it is a practice of good governance for a charter school board to maintain a current resume on file at the school for each of its members. We also believe that good governance, like other professional public service roles, requires time and effort spent on professional development for the board members to fully develop their skills and knowledge about roles, functions, and responsibilities of board membership for a charter school board in Ohio.

Board Policies

Findings: In review of board approved policies, there is not one location to easily access all board approved policies and resolutions. The board has approved all Akron Public Schools policies with the caveat that any policy that does not apply to a charter school or an e-school is not applicable, but it must be noted that APS policies do not always suit ADA needs. The board secretary maintains a list of independently modified board policies that have been adapted for ADA's specific needs, but this list is not all-inclusive and many policies are not addressed. If someone is looking for a board approved policy, they look on the ADA shared drive to see if it is included in the ADA policies, and if it is not, then they must look under APS policies and pull the policy to see if it applies. If it does not, they need to modify it and request Board approval in order to move forward.

Recommendation: We recommend that the Board contract with a professional

service provider for compliance oversight to ensure the School has access to the information relating to policies, statutory requirements and state guidance as may be necessary and beneficial for the School to operate in compliance. We work with several Ohio attorneys who can provide, for a standardized fee, a list of policies and draft copies of all currently required charter school specific board policies. This could eliminate the need for the Board to address individual policy concerns and the need to modify multiple APS policies on an ongoing basis. In one contracted arrangement, the Board could be up to date and compliant with policy needs, and then leadership would be tasked with the development of operating procedures to ensure compliance with the Board policies adopted.

- B. **ORGANIZATIONAL STRUCTURE** – A thorough review of the ADA programs and the various components making up the School resulted in awareness of four (4) different offerings in four (4) different locations provided under the ADA community school charter. ADA, a school contracted through Akron Public Schools as an e-school charter school, is providing 4 variations of its online program. Each of the programs use work points as attendance tracking tools, but they encourage onsite attendance at the locations listed below to better serve the students in each of its programs.:

1. 9-12 credit recovery high school program in three locations (Main Street, Easter Avenue and Goodyear Heights)
2. 9-12 dropout/credit recovery program called GPS (Gaining Positive Skills) offered to older students at Main Street location
3. 9-12 AVID program, available through a grant, providing college preparation classes via more direct instruction at the Easter Avenue location, and
4. K-8 offering at the Main Street location allowing 1-8 onsite attendance.

Organization Alignment

Finding: With four (4) different programs in operation, ADA has a structure that allows for central office oversight and strategic and operational level direction while requiring and allowing for site or program level input and responsibilities. This type of structure can be very beneficial for pooling resources and sharing expertise. It does, however, create challenges with communication and maintaining consistency when one program or site leader does things differently and alters the course of action. Additionally, the loss of several members of the executive team can cause a lack of access to a great deal of institutional knowledge and history, such as is the case for ADA this year.

We were looking for written organizational procedures, direction, guidelines, and expectations. Our findings in this area resulted in obtaining and reviewing the employee manual that was recently finalized and put in place for all ADA employees. This manual addresses consistent practices and expectations for employees. While

this newly created document is detailed, it includes a number of additional student specific items that don't belong in the employee manual, while other critical human relations and employee matters are not addressed.

A central office structure requires a strong leadership team to communicate the strategy and any restructuring events in an effective and comprehensive manner. Staff looks to leadership to lead their direction and effective communication is necessary in this regard.

Recommendation: Thoroughly evaluate the staff organizational chart and the skills and knowledge of ADA staff. Consider realigning the staff based on School Improvement Grant guidelines as recommended by ODE through various models - to ensure key positions focusing on education while the necessary support, business and operational positions are addressing everything else in an efficient and effective manner. ADA would benefit from consistent oversight and direction for all of its academic programs. Additionally, while you need knowledgeable and responsible employees on staff to work with the various outside vendors, many of the business positions are effectively outsourced, such as compliance oversight, treasurer services, federal programs, student data reporting, payroll, benefits, marketing, IT, and others. An overall organizational chart should be developed identifying staffing needs at the operational (?) level and for each program location.

Recommendation: Immediately develop and put in place an internal strategic communication plan and roll it out to ADA leadership for input. The communication should start prior to any major organizational staffing realignment. A major factor that needs to be included in the plan is the fact that ADA is separate and different from APS as an independent charter school with optional programs to best serve its students. Differentiate ADA from APS in the eyes of teachers and staff. Let the staff know what ADA leadership is doing and that the organization is realigning to provide more focus to the academic program and educational offerings ADA provides its students to improve educational outcomes and academic results. Executive staff will re-contract with staff and teachers that are in agreement with the realignment and reorganizational structure of ADA based on academic focus. Communication plans relating to organizational strategies and realignment need to include regular and often communications advising staff of progress and next steps. Going forward, the differentiation between ADA and APS should begin at the interview process.

Recommendation: Continue to finalize formal job descriptions for each position employed by ADA at the corporate level and at each program/site. Because of the potential loss of institutional knowledge with executive level staff retiring soon, task individual staff members to be involved in the process to ensure leadership is aware of all of the responsibilities under different roles. Then leadership can make an informed decision on how to best organize individual responsibilities to prioritize the educational focus of the School.

Employee Benefits

Findings: Previously, all employees were APS employees resulting in all health and fringe benefits being consistent with APS. Since the changeover to ADA employees, criteria must be met to be able to obtain the health benefits and the offerings that were not widely accepted or available. This is currently being addressed to find the best package to offer full time ADA employees going forward.

Recommendation: ADA is a separate entity and it was not appropriate for all staff to be employed through APS, so this is a positive development for ADA employees and communications of such further differentiates the program from APS. Contracting for benefits can be very labor intensive and should be evaluated on an annual basis. When Mr. Lewis leaves his position, this important role must be assigned to the business manager, contract manager, or another appropriate member of the executive staff who has knowledge of what is required to oversee the project and ongoing service to support the employees.

Training and Orientation

Findings: When new teachers are hired, it is important that the differentiation between ADA and APS is communicated from the onset. ADA is an online e-school that offers its students the ability to come in to a site for additional assistance, guidance and academic instruction. This is a positive addition to the program, but new teachers are not fully aware of the program's history and reason for this organizational structure.

Recommendation: Immediately develop and implement an orientation process for new staff and teachers. This can start now for all employees during the realignment of job descriptions and staff. Establish a core team of executive leadership -- to provide strategic direction, highlight key objectives, and establish a "train the trainer" internal orientation process. Then, utilize site leadership to identify and train new employees and teachers on specifics of their site's key indicators and measures for success. An orientation and training process for new employees helps to establish clear expectations from the beginning and it is easier to evaluate progress.

Employee Guidelines & Evaluation

Findings. As referenced earlier, the newly developed employee handbook includes a miscellaneous group of employee, student and operational issues and yet there is no formal process, procedure or consistency in an employee evaluation process used at ADA across the different programs. It doesn't appear that formal employee evaluations have been done in the past and they are not currently being done at the School.

Recommendations: The Employee Handbook should be revised before the beginning of the 2012-2013 school year. The document should include Employee related issues including expectations, requirements, benefits, etc., and the School should remove the operational, student and parent issues from this manual. These additional items could be included in the parent student handbook or an operational manual which are both necessary and beneficial. An experienced charter school service provider could assist ADA in aligning these documents appropriately. ADA should implement a formalized evaluation process for its staff and teachers. The process should incorporate a consistent evaluation tool that ADA can use, taking into consideration the School's current strategic direction, objectives, and measures as determined.

A. ACADEMIC ACCOUNTABILITY DIAGNOSTIC ACADEMIC ASSESSMENT REVIEW

The Diagnostic Academic Assessment Review Process (DAARP) is designed to help the School improve student performance by analyzing current performance in relation to effective research based practices. This process takes a snapshot of current educational practices and policies to identify areas of strength and opportunities for growth.

Educational practitioners using standardized tools for data collection and analysis utilized the DAARP in both an onsite and external review. The onsite review process included interviews with the principals, teaching staff, support staff, and administrative personnel. In addition, the onsite and the external review were combined to include a review and assessment of the following: physical plant, classroom observations, curriculum and instructional materials, policy and procedure, assessment practices, instructional practices, incorporation of technology in the curriculum, intervention, barriers and facilitation of student achievement, safety and security, staff and student relationships, systems of support for parents, community involvement, leadership, decision making processes, resource allocation, staff collaboration, communication, professional development, teacher quality, mission and vision, scheduling, student performance data, sponsor and community school relationship and governance.

The DAARP examined six (6) Benchmark Indicators which reflect effective research based practices in education. These practices are integral to the development of a high performing school. The six (6) Benchmark Indicators include:

- Alignment to Standards
- Instructional Practices
- Environment/Climate
- Systems of Leadership

- Professional Development
- Data Driven Decisions

A summary of each Benchmark Indicator as well as a list of the effective research based practices that demonstrate a high performing school are below:

Benchmark Indicator: Alignment to Standards demonstrates that the general education and intervention curriculums, instructional practices and assessments are based on the Ohio Academic Content Standards and Common Core State Standards. Alignment also includes textbooks, instructional materials, lesson plans and report cards.

- Student tasks require higher order thinking skills
- Technology supported instruction
- Differentiated materials
- Curriculum and curriculum review
- Assessments
- Lesson Plans
- Report cards
- Professional development
- Communication of Ohio Academic Content Standards and Common Core State Standards

Benchmark Indicator: Instructional Practices demonstrates that the educational instruction incorporates industry best practices.

- Clearly defined learning outcomes
- Higher order thinking skills
- Variety of teaching strategies
- Technology that supports instruction
- Differentiated materials and instructional techniques
- Assessments used to inform instruction
- Student engagement
- Intervention and enrichment
- Job embedded professional development
- High expectations for students and teachers
- Coordination with non-school agencies
- Cohort transitions

Benchmark Indicator: Environment/Climate provides for the comprehensive approach to involve students, staff, parents and community in a highly effective school.

- Addressing non-academic barriers to student success
- High student achievement and behavioral expectations
- High instructional expectations for teachers
- Shared mission and vision
- Data driven professional development
- Students and staff are recognized for high performance
- Adequate and up to date equipment and facilities
- Safe and secure environment
- Respectful relationships among staff and students
- Supportive programs for parents
- Community engagement

Benchmark Indicator: System of Leadership facilitates the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

- Shared leadership responsibilities
- Shared decision making
- High expectations for staff and students
- Adequate and up to date facilities
- Effective discipline policies and procedures
- Resource allocation for maximum student achievement
- School improvement is the priority
- Strong lines of communication for staff, students, parents , School Board, and community
- Maximization of volunteer support
- Professional development that meets the needs of the school

Benchmark Indicator: Professional Development involves the opportunities that are provided for professional growth to meet the performance needs of students to ensure maximum student achievement.

- Professional development aligned to the Ohio Academic Content Standards and Common Core State Standards and student performance needs
- Standards based lesson plans
- High quality student work models
- High expectations for staff

- Shared mission and vision
- Access and use of student data to inform instruction
- Teacher quality
- Annual professional development plan
- Collaborative professional learning
- Job embedded and ongoing professional development
- Scheduled and intentional collaboration opportunities with grade levels and departments

Benchmark Indicator: Data Driven Decisions involves the use of data to drive all decisions as it relates to the school.

- Test and assessment data is regularly analyzed and used to inform instruction
- Teacher quality
- Closing achievement gaps
- Effective intervention programs
- Programs and practices are reviewed for effectiveness at least annually
- Resources allocated towards improvement needs
- Faculty and staff use data to guide decision making
- Analysis of data reflect longitudinal assessment of trends
- Analysis of data reflects assessment of the school's strengths and weaknesses
- Analysis of data reflects the identification of at risk students
- Teachers have input into intervention programs
- School Board and administrators use multiple sources of data to drive decision making

Summary of Findings. Based on the above listed effective research based practices,a summary of the Findings is located in Appendix A.

Recommendations. (Critical/priority recommendations are indicated in red.)

Alignment to Standards/Instructional Practice/Curriculum

- Develop and/or purchase an online curriculum and appropriate instructional materials for all grade levels and content areas that are aligned to the Ohio Academic Content Standards (OACS) and Common Core State Standards. Professional Development in the use of the online curriculum and instructional materials must be provided to all instructional staff.

- The online curriculum and small group instruction must provide for differentiation of instruction and higher order thinking skills using the revised Bloom's Taxonomy.
- Establish a technology team as well as develop a solid technology infrastructure and cohesive technology plan that includes a budget, resources, and ongoing review and revision.
- Collaboratively develop a Scope of Curriculum, Sequence of Curriculum, Curriculum Maps, Pacing Guides, and Model Curriculum Units that are aligned to the OACS and Common Core State Standards for all content areas and grade levels involving teachers and administrators.
- Establish an assessment calendar to include standardized assessments, quarterly assessments, short cycle assessments and the Ohio Achievement Assessment (OAA)/Ohio Graduation Tests (OGT).
- Collaboratively develop, implement and monitor quarterly and short cycle assessments that are aligned to the OACS and Common Core State Standards to aide in informing instruction.
- Develop a format and process by which lesson plans are submitted electronically to administrators on a weekly basis and should demonstrate alignment with the OACS and Common Core State Standards and create a collection of juried or model lesson plans for each content area and grade level.
- Review the curriculum for effectiveness and gaps annually by content area and grade level teachers to ensure vertical and horizontal alignment. This review should be used to inform staff development.
- Develop a report card to identify student progress towards the OACS and Common Core State Standards.
- Display the OACS and Common Core State Standards on which students are working in small groups.
- Display the OACS and Common Core State Standards on teacher created websites, blogs, and other online instructional media.
- Clearly link instruction to defined goals and learning outcomes in all content areas and grade levels.

Instructional Practice/Assessment

- The online curriculum must allow for differentiation of instruction and teachers must be available to meet individual learner needs.
- Establish a technology team that includes teachers and administrators that will research, monitor and evaluate the effectiveness of the online curriculum as it relates to highly effective instructional practices and assessments.

- The online curriculum must allow for modifications and accommodations as it pertains to Students with Disabilities.
- Analyze data from all types of assessments (short cycle, quarterly, formative, summative and standardized) to inform instructional practices.
- Staff development is needed to incorporate data analysis of assessment to inform instruction.
- Standardized test data is needed in a usable format such as disaggregated by subgroup and achievement levels to assist teachers in using the data effectively to differentiate instruction.
- Establish an online Library with reference and research materials beyond Internet search engines.
- Implement summer school intervention and enrichment opportunities for students.
- Collaboratively develop common short cycle and common quarterly assessments for all content areas and grade levels to enable the creation of cohorts for intervention and enrichment.
- Develop a multi-criteria recommendation process for students needing intervention and enrichment. This process should include diagnostic assessment data and current assessment data.
- Teacher instructional practices need to be reviewed in department meetings and by academic leaders at least quarterly.

Environment/Climate

- A systemic Safety and Security Plan that includes fire drills, security monitoring, physical plant review, etc needs to be developed, implemented and monitored.
- The Evans facility does promote an effective learning environment and requires substantial security modifications.
- Administer a diagnostic assessment of individual students during the new student orientation that is available to teachers immediately upon completion. This is needed to support the effective transition of students into the school.
- Develop a process to gather, review, and analyze information and data from teachers, parents and students in relation to school and non-school barriers to student achievement and to assist in identifying at risk students and families.
- Collaboratively develop a mission and vision that is uniformly recognized by all staff at all facilities.

- Establish a technology team that includes teachers and administrators that will research, monitor and evaluate the effectiveness of the technology plan that promotes an environment that facilitates learning.
- Develop, implement, monitor, evaluate and revise a formal process to assist parents in expressing expectations of high academic achievement to students to support learning at home.
- Develop an effective and strategic relationship with non-school agencies to address both in school and non-school barriers to student achievement.
- Establish exit interviews with students and parents that are transitioning out of the school. Data from this exit interview process should be collected, analyzed and reported.
- Develop a reward and incentive program for high achievement across the school.
- The multiple learning sites are isolating for teachers and staff. A strategic communication plan is needed that incorporates staff, students, parents and the community would help to alleviate this isolation and should promote collaboration
- The development, implementation, monitoring, evaluation and revision of Professional Learning Communities (PLC) is required to enhance the relationships of staff for maximum benefit of staff and student achievement.
- Develop, implement, monitor, evaluate and revise a strategic communications plan. The plan must provide for two-way communication that encompasses teachers, administrators, parents, students and the community to maximize positive communication channels.
- Develop and implement a collaborative network to ensure the community school receives the necessary support of the sponsor for school improvement needs.

Leadership

- A Community School Leadership Team (CSLT) must be developed and implemented.
- The Ohio Improvement Process (OIP) must be implemented with fidelity to ensure that a focused plan is developed, implemented, monitored and evaluated.
- The plan for Professional Learning Communities or Teachers Based Teams for all content areas and grade levels needs to be implemented and monitored.

- A strategic plan for resource allocation that is focused on providing teachers and administrators with needed instructional resources that are aligned to the OIP is essential.
- Instructional technologies that allow for two-way communication among teachers, students and parents must be developed, implemented, monitored and evaluated.
- Develop a process to ensure hiring and retention of quality staff.
- A communication plan must provide for periodic individual communication from staff to administrators in order to build positive lines of communication.
- Board members may require training or professional development in multiple data usage for the purposes of decision making.
- Board members need to develop, implement, monitor, evaluate and revise a two-way communication plan with administrators.
- Board members require training in the interrelationship between resource allocation and student achievement to ensure funds are allocated to the priorities of school improvement.

Professional Development

- Create and implement a professional development plan that is monitored, evaluated and revised annually.
- Include in the professional development plan effective use of assessment data to inform instruction including:
 - Development and analysis of quarterly assessments
 - Development and analysis of common short-cycle assessments
 - Development and analysis of formative assessments
 - Analysis of longitudinal assessment trends by disaggregate and cohort groups
- Staff development is needed in using technology to support instruction.
- Staff development is needed on differentiated instruction to meet the needs of individual learners.
- Staff development is needed to incorporate data analysis of assessment to inform instruction.
- Administrators and the CSLT must annually develop a professional development plan that matches resources to the needs of the staff and students.
- The development of a professional development plan using OACS and Common Core State Standards and educational best practices is required.

- Professional Development opportunities must include the examination and sharing of high quality student work as an educational best practice.
- Develop and implement an intentional plan to ensure that grade level and content area meetings occur on a regular basis. This collaboration needs to be consistent, structured and collegial.
- Include in the professional development plan a process that facilitates the entire staff in coalescing around the shared vision and mission of the school as well as a review of the charter. Include orientation for new staff or an orientation for new policies and procedures.
- Establish technology training opportunities for staff to facilitate technology that supports instruction.

Data Driven Decisions

- A strategic plan must be developed for the purpose of reviewing, monitoring, evaluating and revising resource allocations to benefit high levels of student achievement while ensuring teachers and students have needed instructional resources.
- Develop and implement a process to examine and analyze the effectiveness of current intervention programs including a Response to Intervention (RTI) model.
- Administrators require training or professional development in multiple data usage for the purposes of decision making.
- Develop electronic student portfolios which can be easily accessed by each staff member needing to use the data.
- Develop and implement an annual procedure to ensure that teacher qualifications meet state requirements as well as school and student needs.
- Develop and implement a process using multiple data sources to examine and analyze the effectiveness of current leadership practices.
- Develop and implement a procedure for matching resources to instructional needs.
- Develop and implement a procedure for matching resources to improvement needs.
- Develop and implement a systemic process for using data to analyze the school's strengths and weaknesses.
- Develop and implement a systemic process for using data to identify students at-risk of underperformance.
- Develop and implement a diagnostic assessment process for all incoming students.

III. OPERATIONAL ACCOUNTABILITY

A. FINANCE

A thorough financial review was done for ADA to overview the current systems and processes in use for accounts payable, payroll, and board reporting. Additionally, there was evaluation of staffing model and operational costs and a full review of the current audit available for fiscal year 2010. The audit for fiscal year 2011 is in process.

Overview of current systems and processes in place for accounts payable, payroll and board reports

Findings: In addition to meeting with ADA's treasurer, business and finance leader and special projects leader, the bank reconciliation expense worksheet, revenue worksheet and financial summary for November 30, 2011 and December 31, 2011 were reviewed. Board reports are being prepared and presented at monthly board meetings and were reviewed as well. These reports allowed a comparison of expenditures and revenues by category for each fund.

We were informed of the School's purchasing philosophy and the direction toward better fiscal control and oversight. The purchasing and payroll processes that are in place are being followed. In speaking with staff, the purchase order process and payroll is working as required. We discussed the purchasing process, invoice processing and the check processing. The timesheets for payroll are sent with three signatures. Staff hasn't had any complaints about payroll that were not easily addressed and there is no knowledge of unpaid invoices. Most invoices are paid within a week to 10 days of receipt and staff works closely with the treasurer, Mr. Adkins, who processes the checks for payment.

Even though, there is a process for placing orders, processing payments for accounts payable and payroll, there is no overall budgetary policy. There was mention of developing a return on investment budgetary policy but there was no starting point or a lead person to direct this process.

Recommendation: ADA should immediately implement a program based budgetary policy and/or a performance based budgetary policy. Either of these policies have a process that leads to involvement of all administrative staff and this gives fiscal direction. This change in process needs to be discussed now to ensure such is established before the beginning of the school year and a lead person is designated to drive the process. Because there is no organizational budgetary policy currently in place, spending seems to be at the will of the department head or leadership and

it will be very difficult to continue a fiscally sound organization without a budgetary policy.

Financial Knowledge & Expertise

Findings: ADA is preparing for a transition. Executive leadership changes can have a positive or devastating effect if not managed correctly. It has been announced that Mr. Lewis is retiring and that a business manager or contract manager position will take on many of the responsibilities. We were advised that Mr. Romano will be retiring as well. The CCIP Schoolwide Pooling process, as established in fiscal year 2011, appears to be understood only by Mr. Romano and the staff is not knowledgeable of the requirements or the process. The Treasurer for the school is a part time designee who is a full time employee of Akron Public Schools, so it appears that there is risk for significant loss of institutional knowledge. Further, while Mr. Adkins is bonded and insured, he is not a licensed school fiscal officer.

Recommendation: In order to position ADA for immediate benefit, the contract manager or business manager should be a licensed business manager who has experience in establishing budgetary policy and can begin implementation of such a process immediately. We would further recommend that the staff be trained on the Schoolwide Pooling process and they need to have access to the budgets through the USAS accounting system and ITC. Mr. Adkins advised that he has offered this information, but the School prefers to use Mr. Romano's spreadsheets. We believe there is benefit in simplified spreadsheets, but it is critical that there is more understanding and access at the School level to USAS and the ITC. Further, it is critical that ADA employs or contracts with a professional service provider who can provide the necessary licensed school treasurer expertise to work closely with the business manager or contract manager to promptly establish this policy and effectuate the necessary changes.

Evaluation of staffing model and operational costs **Student to Teacher Ratio**

Findings: In conversations between multiple CSS team members and ADA leadership and teaching staff, it was determined that there are significant inconsistencies with the staffing model and teacher to student ratio. The staffing ratios are varied with full-time and part-time people, but we did not receive any total FTE count of staffing. Mr. Romano referenced an 8:1 staffing, with a teaching staff of 28:1, and an estimated 20:1 was additionally mentioned. The staff is currently 51 full-time and 50 part-time. We did not receive written information confirming student to teacher ratios from Mr. Romano prior to the conclusion of this report.

Recommendation: We are unclear of a standard student to teacher ratio because of varied programing and uncertainty in students who regularly attend the buildings. We would need more information to determine staffing ratios. In the January

payment detail the number of students was 597.23. With the variation in model, location and student online vs. in class instruction to teacher ratios, it is difficult to do a revised staffing model without more detailed information. A consistent FTE student to teacher ratio should be used when realigning ADA staff and re-contracting for 2012-2013 school year. Considering the students enrolled in the locations being attended as well as the full FTE being earned by the school in total. Ensure teachers are Highly Qualified in their respective areas and hire or re-contract based on current and projected enrollment, but a true analysis needs to be done on the staff ratio with more information to gather.

Staff Re-contracting

Findings: With the variation of part-time vs. full-time teaching staff, there was a consistent statement of APS employees and expectations. Leadership and teachers both mentioned not enough time to do everything, ie: no planning time. It appears that there is an expectation that teachers and staff should continue with APS benefits, extras and time on task should be as they were received when they were employed by APS.

Recommendation: To further differentiate ADA from APS, immediately consider year round full-time contracts for ADA teachers and staff for the 2012-2013 school year. E-schools and credit recovery programs benefit by providing year round academic instruction. If this is determined as a recommendation that ADA wants to pursue, the decision should be made prior to re-contracting staff and a determination made of whether to alternate staff in the summer months. Summer enrollment oftentimes drops, so while ADA may not need all full-time employees all summer, the program can benefit from the school being year round. Full year contracts will increase planning time as well as additional instruction time, which is necessary for ADA school improvement team meetings, LPDC committees, and other academic planning and collaboration.

Review of current audits and corrective action plans

Findings: In reviewing the fiscal year 2010 audit, there were no findings for recovery or citations. The management letter referred to policies and an action plan was developed for those. We do not have a copy of this management letter. Additionally, we spoke with Richard Cunningham, the lead auditor, for the fiscal year 2011 audit. The audit is on target, but the issue on how to audit the Schoolwide Pooling is still in process.

Recommendation: We would recommend that the fiscal year 2011 be reviewed when it is in draft form to ensure there have not been any issues and to follow up on the recommendations regarding the Schoolwide Pooling. Additionally, we would

recommend verifying that the policies comment and the corrective action plan fully addressed the issues previously stated.

B. FEDERAL PROGRAMS

Summary of Findings. A summary of the Findings is located in Appendix B.

Recommendations. (Critical/priority recommendations are indicated in red.)

C. COMPLIANCE

Summary of Findings. A complete on-site assessment report including Findings is located in Appendix C.

Recommendations. (Critical/priority recommendations are indicated in red.)

i. Contract Compliance

Findings: CSS was informed that the previous ADA contract was out of date and not descriptive in defining ADA's programs and offerings. We were advised that the Contract is in the process of being modified and approved.

Recommendation: A thorough review of the contract and all attachments should be made by key academic and operational leadership to ensure that the educational model is fully described and that there are goals and measures documented in the contract which ADA board and leadership may use to measure its progress and successes against. This process should be completed with fidelity as it is critical to the School's ongoing success in effectively measuring performance and school improvement.

ii. Enrollment & Admissions Procedures

Enrollment and Retention

Findings: Marketing for enrollment and retention of students is not addressed in the School's current organizational structure. It is not assigned to anyone on the leadership staff. This is a common oversight in startup charter schools because of the lack of an overabundance of charter schools at the beginning of the charter school movement. . Today, there are more charter schools to choose from and consequently more competition for students. Even when a majority of the students are coming from the local district directly, numbers are often dropping with no distinct marketing and enrollment efforts.

Recommendation: Contract with a marketing agency that has experience with the education industry, charter schools specifically, if possible. Assign a liaison on staff to work with the marketing firm and executive team to develop a reasonable marketing and enrollment effort at the end of this year to ramp up for enrollment next year. School/Site/Educational Leaders should also be involved in this effort and the enrollment packet should include a question for how the parent/student was made aware of the School so that the Board can evaluate the performance of the marketing effort and adjust if necessary.

Racial Balance

Findings: The School was not aware of R.C. 3314.06 requirement to annually assess the racial balance of the School.

Recommendation: It is noted that charter school boards are to review the racial and ethnic balance of the school enrollment and marketing efforts annually. Establishment of a marketing plan and reporting to the board on progress and demographics should be done annually after the start of the school year.

Admissions

Findings: Review of the ADA enrollment packet was not the cutting edge technical e-school enrollment packet that we had expected to review. The enrollment packet is lengthy and must be filled out by hand and physically brought in to the 335 Main Street facility. The form is posted on the website, but it is in PDF form and it is not a writable document that could be filled out and submitted online to start the enrollment process.

Recommendation: ADA has potential to be the best blended e-school in the state, and one of the first impressions is its enrollment packet. ADA's enrollment packet/admissions forms should be revised to include the ability for parents and students to complete them electronically and submit them via electronic delivery to start the enrollment process without having to physically come in to the building. The form should be recreated as a fill-in word document that is reposted on the website so that it can be completed and emailed to the ADA Admissions Office to prompt a call back to start the enrollment process.

Parent Communications

Findings: Parent student handbooks are not consistent in providing detailed requirements relating to the admissions, enrollment, attendance and suspension, expulsion policies and procedures across all grades.

Recommendations: Revise the parent student handbooks for the K-8 and the 9-12 programs to include the AVID and the GPS program offerings. Provide consistency in the processes and guidelines so that parents and students are aware of

attendance, withdrawal, expulsions, suspensions and all other academic and operational expectations. Additionally, the handbooks should be annually revised and approved by the ADA board. Another positive recommendation would be to post these consistent and fully revised handbooks on the website page for parents and students to easily access and review.

Findings: Parent notices must be sent annually regarding parent involvement policy, statewide testing and compulsory attendance, parent right to know, parent notice on HQT status and fourth grade reading capability sent to 3rd grade parents. These notices were familiar to the ADA staff, but staff was not clear on the process of how and when these notices are distributed.

Recommendations: ADA should develop a procedure for disseminating these notices. A benefit of being an e-school is that ADA provides the students with a computer, which can be used as the vehicle for obtaining the information referenced in each of these parent notices. ADA should post notices to the website or send them electronically when appropriate. ADA should assign parent notices to a responsible staff member to oversee the process of annually drafting, distributing and tracking such notices for all programs and enrollment.

Cost for Student Computers

Findings: ADA provides desktop computers to its students and has a process for accepting denial forms if an enrollee does not take a computer. ADA has had difficulty with computer retrieval when the child withdraws from the program. Additionally, DSL has been provided in the past, but has been discontinued due to the lack of reimbursement and is no longer provided because of the extreme ongoing expense .

Recommendation: It is recommended that a formal process be developed and implemented by contracting with an external recovery agent to regain computers from withdrawn students.

Findings: We were advised that the School used to reimburse parents for internet service, but the cost became too great so the reimbursement process was stopped. Through interviews with teachers and staff, it was determined that an estimated high number of students do not have access to internet at home and have to complete their online work by coming into the facilities that are primarily used for remediation and direct instruction rather than the online course work.

Recommendation: That the School reconsider reimbursement for internet service. We were advised of R&R's work to reassess and recommend on new curriculum and technology for the School. It must be noted that when the School upgrades its curriculum offerings to a more advanced technology offering, including graphics, videos and interactivity, ADA may have to require a certain level of faster connectivity which could be cost prohibitive for students and parents. If this cost is built in to the budget, it is a more appealing package to the parent and student being

enrolled. If internet service is maintained by the School, retention may be positively impacted as well.

Orientation & Eschool Processes

Findings: Both the K-8 and the 9-12 programs offer an orientation process that is very beneficial for the student. The elementary program includes a 4 week orientation process requiring in building attendance Monday – Thursday. The 9-12 high school/credit recovery program requires in-seat attendance for the first 2 weeks to introduce the student to the electronic curriculum, assess and provide any intervention, and provides results in the student earning 1/2 credit during this orientation time.

Recommendation: It is recommended that the orientation processes are incorporated in detail into the handbooks for the associated program. It is further recommended that if possible, the orientation programs are consistent in the time frame, the scope, and the goals of the orientation process.

Findings: ADA does not have a formal lunch program, does not require body mass index (BMI) screening, and does not have a medication dispensing policy put in place because it is an e-school. ADA does, however, provide snacks to its students when they are in the building. Since the students are in the building, there may be an occasion that a student may need to use medication as well.

Recommendations: With a 94% free and reduced lunch population, it is recommended that the school check into additional funding for reimbursable snacks to assist in funding food provided to the students. It is further recommended that the board fund, and the school staff participate in, safety training to ensure they can handle a situation if a student chokes on a snack during the time they are on site at the facility.

Although the School was not required to submit for a waiver against doing the BMI screening, it did submit and receive a waiver for the BMI screening.

Lastly, we recommend that the board approve a medication dispensing policy to address how such a need will be handled if there is a situation that a student would need to use an inhaler, epi-pen or other medication while at the facility.

iii. RECORDS

Findings: The board follows the APS record retention policy, however, there doesn't appear to be standard ADA procedures for record retention and disposal that are being followed.

Recommendation: This is one critical example of the need to ADA policy and procedure development. Develop record retention procedures that support the

policy guidelines. Leadership should ensure that the operational procedures are developed with input from the responsible parties and that once the procedures are final, that all relevant employees receive copies of the requirements.

STUDENT RECORDS

Findings: All student records are maintained at the site that the student is enrolled. There is not consistent maintenance or oversight of the records. This can be very beneficial for security and oversight of the records if a secure process is implemented, but with all student records maintained on the 2nd floor of the 335 South Main Street location, there are security and convenience issues that the principals and teachers must address at this location.

Recommendation: Consistency is important and there is value in maintaining all records in one location. ADA should be consistent in the security of the records and in organization of the records. We recommend that ADA establishes a Sign In / Sign Out process for removal and review of records. We have provided a sample of a form to use in the Akron Digital Academy Compliance Binder. Additionally, the student records need to maintain the same order and form as all others. We recommend that ADA conduct a student record audit to ensure accurate and consistent records. The audit should include a review of (1) student enrollment forms including current address information and proof of residency, (2) medical information, and (3) transcripts and grades.

STAFF RECORDS

Findings: We were informed that Mr. Lewis oversees HR and he handles HR issues or forwards them to the HR service provider depending on the type of issue. ADA has many APS employees on staff, and therefore, much of the staff record information is assumed to be in order and up to date. Since there has recently been change over from APS employees to ADA employees, responsibilities are changing.

Recommendation: Assign HR functions to a qualified individual or service provider. If it is decided that the business manager or contract manager is to be the liaison for group health insurance issues, STRS/SERS, or other issues that the HR vendor provides, the position should be filled with a person possessing such qualifications. With respect to the personnel issues, develop and implement a process for consistency in the following areas: responsibility and handling of complaints; maintenance of licensure and certifications; background checks; resident educator training; and safety training requirements .

DATA & REPORTING

Findings: The School currently has 605 students enrolled. This is down from 871 at the beginning of the year, which shows a steady decline in enrollment. While a decline may be considered common due to the transient population attending the

programs, this is a significant decline in less than one year. The School maintains 3 employees to report data in EMIS, SOES, DASL and an independent student system. Internal verifying processes are conducted quarterly and monthly. There proves to be only 4 flags in the system, which is minimal flagging for an enrollment of this number. We were advised that next year, the School's independent student system will also upload to DASL in addition to SOES.

Recommendation: The data reporting area is critical to the School's success and it appears that the data and reporting is currently being accurately uploaded and maintained. Oversight of these critical functions should be maintained by the business manager or contract manager position. It is recommended that the student data is assigned to one person primarily with a secondary staff member who is cross trained in the same responsibilities of DASL, EMIS, SOES systems and reporting requirements. The secondary cross trained individual will be a backup and may share additional responsibilities as the School so determines.

iv. SAFETY

Findings: In our review of ADA's safety of its children in its various programs and locations, we found ADA to have several appropriate policies and procedures in place even with the challenges of the 335 Main Street location. The school has approved an anti-bullying policy and the school locations are conducting their safety drills and maintaining appropriate records. However, the School was not knowledgeable of required staff training and didn't have adequate documentation on training. The School was also unaware and unable to locate a safety plan or confirm that the School, or any of its locations, submitted a safety plan to the local law enforcement agencies as is required.

Recommendation: Assign the responsibility of "Safety" to the business manager, the new contract manager, HR oversight or another appropriate senior staff member in the organization. Allow that leader to establish a committee to address the following safety concerns:

1. Establish a sign in/sign out and visitor pass procedure. This is difficult when you are on several floors and have several entrances for various programs you are operating in different locations, but using a committee and ensuring procedures are written, posted and communicated will help ensure consistency throughout the programs. This is necessary to address security issues at the different facilities
2. Immediately schedule required staff training and keep a staff roster including, at a minimum, the following mandated safety trainings (a) safety & violence prevention training, (b) Heimlich maneuver, and (c) bloodborne pathogens or others as ADA may deem necessary or desired.
3. Follow up on the safety plan with Akron Police Department. If they do not have a previously submitted plan from ADA, use the committee to develop and submit

v. FACILITIES

Findings: Charter School Specialists team members visited your sites and spoke to teachers, staff, and students and evaluated your program sites. The sites varied on the layout and orderly appearance. All locations had a National Flag on display and they all had a workers compensation certificate posted in the break or lunch room. Depending on the day, the time and the location, some of the rooms or labs were attended by 6-8 students and others were attended by 1-2 students. ADA is an e-school and cannot formally require onsite attendance, so it is hard to establish how much physical space is necessary or even desired at a location during different times of the year, but the amount of square footage secured for the programs based on the days that we attended in January and February of 2012 seemed under-utilized.

Recommendation: Noting that the availability to implement this recommendation is primarily based on lease terms, ADA should consider doing a comprehensive site assessment taking into account the alternating two day attendance of the students and FTE of teachers and students in each program and facility and consider minimizing or consolidating ADA's locations and square footage under contract.

While the secondary locations on Easter Avenue and Goodyear Heights Boulevard have ample space for labs and student attendance, they are ill-attended comparatively speaking to the available seats. Marketing within these areas and coordination with the Akron Public Schools in these locations could assist in increasing enrollment. Also an addition of the marketing and enrollment responsibility can greatly assist these locations.

Additionally, the primary location of 335 South Main Street should be reevaluated. If possible, ADA should consider a stand-alone facility or a facility that has independent access and can restrict access by grade level or program. ADA's 335 South Main Street location should be reorganized based on the current enrollment by program and the floors and space that ADA has under lease if moving is not an option.

With students coming to the site for instruction only two days a week, ADA should minimize the time lost by taking elementary students to the basement bathroom. Consideration should be made to relocate the elementary students to a floor with a restroom, a waiting room for parents, and ample room for teaching and learning and should adjust additional programs and offices accordingly.

Policies and Procedures



COMPREHENSIVE ONSITE REVIEW PROCESS

EFFECTIVE DATE 06/21/2013

SOP 3.1

SIGNATURE

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PROPOSED BY: VP Sponsorship Operations

PURPOSE

The COMPREHENSIVE ONSITE REVIEW PROCESS provides guidance for conducting on-site reviews (beyond the monthly enrollment and financial reviews) at least twice per year, once in the first half of the year and once in the second half of the year, while school is in session, which include an examination and collection of the school's data relevant to compliance with all applicable laws, rules, contractual obligations and academic performance measures. Additionally, the COMPREHENSIVE ONSITE REVIEW PROCESS provides consistency for the review of school documentation and the report (beyond the monthly financial and enrollment report) provided to each school after each site visit.

The process includes five primary component processes: OPENING ASSURANCES PROCESS, ANNUAL COMPLIANCE ON-SITE REVIEW PROCESS, ONSITE ASSISTANCE REVIEW PROCESS, COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS and SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS. Each component process will follow the same review steps to ensure consistency across the different departments and CSS staff completing the process. Each component process will also provide the goal of the visits and prescribe strict adherence to a specific set of actions (i.e., procedures for data collection and their sources, types of data, observation and interview guidance and observation and interview instruments) for conducting on-site reviews.



SCOPE

The COMPREHENSIVE ONSITE REVIEW PROCESS is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all employees who conduct or support on-site reviews.

PROCEDURE

The COMPREHENSIVE ONSITE REVIEW PROCESS commences prior to the start of the school year and is as follows:

1. All staff participating in on-site reviews will ensure that the processes below, as they are components of the overall on-site review process and monitoring responsibility of Charter School Specialists and St. Aloysius, are completed in accordance with the specific SOP written for each component, as well as in accordance with the steps noted below.
 - a. Opening Assurances Process (3.2)
 - b. Annual Compliance Onsite Review Process (3.3)
 - c. Special Education Monitoring and Onsite Review Process (3.4)
 - d. College and Career Readiness Monitoring and Onsite Review Process (3.12)
 - e. Onsite Assistance Review Process (3.14)
2. Prior to beginning the on-site reviews:
 - a. The responsible department reviews changes in all applicable laws, rules, contractual obligations, academic performance measures and stakeholder input necessary to update the data collection tools.
 - b. The responsible department shall review the on-site visit summary template from the previous year and prepare a draft incorporating all suggested changes and send to the Management Team for a final review.
 - c. The responsible departments will work together to prepare assignments and timelines ensuring that on-site reviews are conducted at least twice per year, once in the first half of the year and once in the second half of the year, while school is in session.
 - d. All team members assigned to conduct on-site reviews will follow the processes outlined in the standard operating procedure that guides their on-site reviews.
 - e. As team members schedule their on-site reviews, they will input the dates of visits into the CSS site visit spreadsheet and post all visits on the CSS shared calendar.
 - i. As changes are made to on-site review dates, each team member will update the CSS site visit spreadsheet providing the new on-site review date.
 - ii. Any team member making changes to site visit dates should make changes as "suggestions" or "tracked changes" in the spreadsheet.
 - iii. The School Improvement Program Assistant will update the monthly At-A-Glance report with the new date, remove the suggestions and accept the track changes.



DOCUMENTATION / VERIFICATION

Documentation is saved according to the specific SOP.

DOCUMENT HISTORY

Orig. Date 2011
Rev. June 2012
Rev. June 2013
Rev. February 2015
Rev. March 2017
Rev. October 2018
Rev. August 2019
Rev. April 2021
Rev. August 2022

REVIEW AND APPROVAL

Reviewer of the COMPREHENSIVE ONSITE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 08/02/2022

Approved By: President David L. Cash, Jr.

Date: 08/02/2022

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMPREHENSIVE ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



OPENING ASSURANCES PROCESS

EFFECTIVE DATE 06/21/2013

SOP 3.2

SIGNATURE

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PROPOSED BY: VP Sponsorship Operations

PURPOSE

The OPENING ASSURANCES PROCESS provides for consistency in review of school documentation necessary to establish and maintain school's compliance with all applicable laws, rules, contractual obligations, academic performance measures and opening assurance guidance as prescribed by the Ohio Department of Education.

SCOPE

The OPENING ASSURANCES PROCESS is relevant to all CSS partner schools that are sponsored by St. Aloysius that are opening for the first time or opening a new facility and applies to all staff involved in the opening assurance visits.

PROCEDURE

The OPENING ASSURANCES PROCESS follows this process and timeline: For all schools that are opening spaces that are a part of the current address, the following process is followed with the exception of submission to ODE via Epicenter and the 10 day wait time.

May	The Compliance Department to prepare timeline, ODE provided opening assurances document, staff roster template for schools, instructions for staff to complete assurances process, and individual assignments for assurances.
	The Compliance Department to obtain approval from President or designee to distribute documents listed above.



May/June	Staff Training
June-September	CSS staff must contact their assigned schools, and management company if appropriate, to schedule a day for opening assurances visits.
As appropriate prior to visit date	CSS staff must also fill out the ODE provided opening assurances document prior to the visit. Required data for each school is obtained by going into the OEDS-R system via https://oeds.ode.state.oh.us/SearchOrg and entering the school name. The IRN, address, OEDS-R admin, treasurer and superintendent and contact information is pulled from this system. Verify accuracy of information listed in OEDS-R with the school leader when you are on-site at the opening assurances visit and make any changes necessary to reflect what is entered in OEDS-R.
Minimum 15 business days prior to deadline to submit	All opening assurances visits are to be conducted and documented by the assigned CSS staff indicating any required follow up items.
Minimum 13 business days prior to opening date	Opening Assurances are followed up on and finalized by individual CSS staff with their respective schools. CSS Staff finalizes the form and sends it to the Compliance Department. The Compliance Department logs that it was received.
Minimum 12 days prior to opening day	The Compliance Department saves the forms on the shared drive under opening assurances\SY\Review. The Compliance Department reviews the forms and verifies it against OEDS-R and makes any necessary changes after conferring with the CSS staff or returns it to the CSS Staff to make corrections. Once the form has been reviewed and verified for accuracy the Compliance Department renames the assurance document with the naming convention that ODE specifies and saves it on the shared drive (opening assurances\SY\final. The Compliance Department logs the date the document was finalized.
Minimum of 11 days prior to school opening	The Compliance Department does final review and uploads Opening Assurances documents to ODE via Epicenter, as detailed by ODE and logs the date it was uploaded into Epicenter for new schools and annexes. School remodeling assurances are saved but not required to be uploaded to ODE.



Prior to school opening	The Compliance Department or designee will send out confirmation emails with the appropriate school's signed opening assurances attached to school leaders, management companies and boards verifying that the opening assurances have been completed and submitted on behalf of the school.
	If the school does not comply with necessary requirements and/or if deadlines above are not met, the President will determine the appropriate course of action. The required course of action will be communicated to the school and ODE through the President, the Legal Department or CSS staff assigned to the school depending on the issue and urgency. If all criteria are not met, the opening day may be delayed for the school. This will result in the Compliance Department verifying the number of days and hours of instruction and ensure that a revised calendar is submitted prior to the new opening date.

DOCUMENTATION / VERIFICATION

All opening assurances documents will be saved as final with the ODE required naming convention, as proofed and confirmed as accurate under our Shared Drive as follows:

Location of documentation:

S:\OPENING ASSURANCES

S:\ OPENING ASSURANCES\ SY\ FINAL

File Naming convention: Files will be saved according to ODE's naming convention requirements, which may change year to year.

DOCUMENT HISTORY

Orig. Date May 2011

Rev. May 2012

Rev. June 2013

Rev. May 2014

Rev. Oct 2014

Rev. March 2017

Rev. October 2018

Rev. August 2019

Rev. July 2022



REVIEW AND APPROVAL

Reviewer of the OPENING ASSURANCES PROCESS is as follows:

Reviewed By: Management Team

Date: 07/27/2022

Approved By: President David L. Cash, Jr.

Date: 07/27/2022

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The OPENING ASSURANCES PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



ANNUAL COMPLIANCE ONSITE REVIEW PROCESS

EFFECTIVE DATE 9/1/2013

SOP 3.3

SIGNATURE

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PROPOSED BY: Director of Sponsorship

PURPOSE

The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS provides for consistency in review of school documentation necessary to maintain the school's compliance with all applicable laws, rules, and applicable contractual obligations. The goal of the annual compliance on-site review visits is to assist schools in achieving overall compliance in all areas.

SCOPE

The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all CSS staff conducting reviews.

PROCEDURE

The ANNUAL COMPLIANCE ON-SITE REVIEW PROCESS is conducted according to the following procedures:

1. The Compliance Department will finalize and distribute all applicable on-site review tools and provide training to CSS staff and schools prior to annual compliance on-site reviews.
2. The ANNUAL COMPLIANCE ON-SITE REVIEW shall consist of a virtual meeting to review compliance documentation in the Fall and an onsite file review in the Winter. CSS staff completing the review will coordinate with the school leadership to collect all the necessary compliance documents noted in the Fall/Winter Review spreadsheet. After completing a desk review of the compliance documentation, the CSS staff will follow-up with questions or request additional documentation needed resulting from the desk review.



3. In the Winter, the assigned CSS staff will complete an on-site file review with the school. Upon arrival at the school, CSS staff will meet with the school administrator/principal and other relevant staff to review the procedures for data collection. Over the course of the ANNUAL COMPLIANCE ON-SITE REVIEW:
 - a. CSS staff will be reviewing the school's compliance and collecting data relative to all rules, laws and applicable contractual obligations as provided in the compliance spreadsheets, staff roster, and student files.
 - b. CSS staff will review the school's previous year's annual compliance on-site review documentation, which includes relevant policies and procedures, inspections, and other documentation required to show the school's overall compliance with all rules, laws and applicable contractual obligations and compare to the school's current documentation.
 - i. If the documentation has changed from the previous year, CSS staff will collect new documentation electronically.
 - c. CSS staff collects the staff roster and reviews the school staff's licensure, background checks and training per the completed staff roster provided by the school to ensure compliance with all rules, laws and applicable contractual obligations.
 - d. CSS staff reviews a sample of student files to ensure collection of documentation for students relative to all rules, laws and applicable contractual obligations.
4. During the on-site review, CSS staff may interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, treasurer, management company staff, board counsel, etc.).
 - a. When an interview is conducted, the following should be considered:
 - i. Reviewer should use compliance spreadsheets, staff roster and/or student records checklist to guide questions.
 - ii. Reviewer should consider requirements in all applicable rules, laws and applicable contractual obligations, policies, procedures, inspections, staff roster and student files during the interview.
 - iii. As interviews are completed, CSS staff will complete the compliance spreadsheets indicating compliance or non-compliance.
 1. Any non-compliance items will be provided to the school leader/principal or other relevant staff for follow-up after the interview.
 - b. Classroom observations are not generally conducted during annual compliance on-site reviews.
 - c. If observations are conducted, the following should be considered:
 - i. A representative selection of classrooms should be observed;
 - ii. Reviewers should avoid interrupting the teacher(s) or creating any unnecessary disturbances during classroom instruction;
 - iii. Reviewer should use the CSS observation tool to note strengths and weaknesses relative to areas noted on the observation tool;
 - iv. When possible the teacher(s), Community School Leadership or Building Leadership Team, students, coaches, aides, or parents should be utilized as a



- resource for collecting information/data relative to the areas noted on the observation tool and/or documents collected during observation (if any);
- v. Reviewer should refer to/compare observations to requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law.
5. CSS staff continues to collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff and/or stakeholders in order to assist the school in achieving the goal of overall compliance.
6. After all data has been collected, the Compliance Department will send a final annual compliance on-site review report (i.e., site visit report summary template) to the governing authority members, school leader/principal, governing authority legal counsel and management company representative (if applicable), and the CSS Office Manager to be included in the school's next board meeting documentation.
- a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), recommendations, and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or time frames for doing so and request relevant status updates from the school.
 - ii. The Compliance Department and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iii. The Compliance Department will also review areas needing improvement and determine if technical assistance should be provided to the school.

DOCUMENTATION / VERIFICATION

All ANNUAL COMPLIANCE ONSITE REVIEW PROCESS documents will be saved as working copies and will be saved as distribution copies when available for proofing. Once the assigned staff member uploads to the distribution folder on the Shared drive, the Compliance Department will verify accuracy and consistency in formatting. The Compliance Department will resave the final versions to an annual compliance assessment process folder identifying the school name on each Excel and PDF file.

Location of documentation:

S:/SITE VISITS



DOCUMENT HISTORY

Orig. Date May 2012
Rev. September 2012
Rev. September 2015
Rev. February 2016
Rev. March 2017
Rev. October 2018
Rev. August 2019
Rev. July 2022

REVIEW AND APPROVAL

Reviewer of the ANNUAL COMPLIANCE ONSITE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 07/27/2022

Approved By: President David L. Cash, Jr.

Date: 07/27/2022

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ANNUAL COMPLIANCE ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS

EFFECTIVE DATE 10/1/2013

SOP 3.4

SIGNATURE

A handwritten signature in black ink, appearing to be "J. P. Smith", is written over a horizontal line.

PROPOSED BY Vice President, Special Ed. Services

PURPOSE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is a critical component of education in all of Ohio's community schools. Students with special needs, ranging from the mildest to the most severe disability, require individualized instruction and accommodations. CSS special education staff monitors the school's special education programs, services, data reporting and documentation, to assess the school's compliance with all applicable rules, laws and contractual obligations.

The intended purpose of the SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is to ensure that there is consistency in the process for review and monitoring of individual schools' contracts for special education programs and services. CSS' goal is to provide expertise and guidance to partner schools to ensure accuracy in data reporting and effective utilization of funding for all special education services. The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS works in conjunction with the COMPREHENSIVE ONSITE REVIEW PROCESS.

SCOPE

The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS applies to all CSS partner schools and CSS special education staff.

PROCEDURE



The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS is conducted according to the following procedures:

1. The CSS special education staff will finalize and distribute all applicable on-site review tools prior to special education review visits.
2. Upon arrival at the school, CSS special education staff will inform the administrator of the visit and meet with the intervention specialist to review the procedures for data collection.
 - a. CSS special education staff will review the school's compliance with and collect data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan.
 - i. CSS special education staff collects data relative to the school's calendar, special education student files, and policies and procedures related to: Free and Appropriate Public Education (FAPE), Multiple Tiers of Student Support, Section 504 of the American With Disabilities Act, and Student with Limited English Proficiency.
 - ii. CSS special education staff reviews a sample of student files to ensure accurate documentation for students relative to all special education rules, laws and applicable contractual obligations.
3. During the on-site review, CSS special education staff may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, etc.).
 - a. When an interview is conducted, the following should be considered:
 - i. Reviewers should use the school's calendar, policies and procedures and student files to guide questions.
 - ii. Reviewers should consider requirements in all applicable special education rules, laws and contractual obligations, policies, procedures, and student files during the interview.
 - iii. If interviewing an intervention specialist in the classroom, interviews should be as least disruptive as possible and should not take away from instructional time.
4. CSS special education staff do not generally conduct classroom observations.
5. CSS special education staff may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.



6. After all data has been collected, the staff person conducting the review will send a final special education on-site review report (i.e., site visit report summary template) to the governing authority members, school leader/principal, governing authority legal counsel, management company representative (if applicable), and the CSS Office Manager to be included in the school's next board meeting documentation.
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), recommendations, and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and requests relevant status updates from the school.
 - ii. CSS special education staff and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iii. CSS special education staff will also review areas needing improvement and determine if technical assistance should be provided to the school.
7. In accordance with ODE timelines (currently October 31), CSS special education staff shall collect and review the Sponsor Special Education Annual Report for each school. The Special Projects Director will upload the reports to ODE.

DOCUMENTATION/VERIFICATION

Location of documentation:

- S:/Site Visits/[Year]/Spec Ed Reviews

DOCUMENT HISTORY

Orig. Date October 2013

Rev. Date March 2017

Rev. Date February 2018

Rev. Date October 2018

Rev. Date April 2021

Rev. Date June 2022



REVIEW AND APPROVAL

Reviewers of the SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS are as follows:

Reviewed By: Management Team

Date: 06/02/2022

Approved By: President David L. Cash, Jr.

Date: 06/02/2022

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The SPECIAL EDUCATION MONITORING AND ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



ODDEX SCHOOL

EFFECTIVE DATE 07/01/2013

CALENDAR REVIEW PROCESS

SOP 3.6

SIGNATURE

A handwritten signature in black ink, appearing to be "J. P. Smith", written over a horizontal line.

PROPOSED BY Compliance Department

PURPOSE

The ODDEx SCHOOL CALENDAR REVIEW PROCESS provides for initial review and approval of school calendars, to verify that each school is scheduled to meet and/or exceed the minimum number of instructional hours per year, and to ensure that the school has an adequate daily schedule as required.

The PROCESS provides for a sponsor review and approval of each school's ODDEx calendar to ensure accuracy of the calendar being uploaded into the system by the school's EMIS/SOES designee.

SCOPE

The ODDEx SCHOOL CALENDAR REVIEW PROCESS applies to the Compliance Department that is responsible for ensuring calendar sufficiency and compliance for all CSS partner schools contracted with St. Aloysius.

PROCEDURE

The procedure includes, but is not limited to the following tasks and responsibilities:

1. The Compliance Department distributes to all schools a request for the calendar and bell schedule to be submitted for review and approval. The request is sent out in mid-July to all schools with reminders emailed to schools who have not submitted the documents by the required date.



2. Once received, the Compliance Department reviews the calendar and daily schedule to ensure that the school is in session for at least the minimum number of hours required by statute and that it matches the ODDEX calendar.
 - a. If the calendar and/or daily schedule are not accurate, an email with explanation is sent to the school requesting revised documents.
3. Additionally, the Compliance Department monitors calendars throughout the year and responds to inquiries as necessary.
4. If changes are needed, modifications are presented, reviewed and approved/disapproved by the Compliance Department, who maintains communication between ODE and the school.

DOCUMENTATION / VERIFICATION

ODDEX school calendar documentation is maintained by the Compliance Department and accessed on the S drive as follows:

Location of documentation:

S:/CALENDARS

Supporting documentation included with this process:

1. Email requests and reminder for profile and calendar submission
2. Sample follow up communication

DOCUMENT HISTORY

Orig. Date June 2013

Rev. October 2015

Rev. April 2017

Rev. November 2018



REVIEW AND APPROVAL

Reviewer of the SOES PROFILE & SCHOOL CALENDAR REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 11/19/18

Approved By: President: David L. Cash, Jr.

Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ODDEX SCHOOL CALENDAR REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



TECHNICAL ASSISTANCE PROCESS

EFFECTIVE DATE 05/01/2013

SOP 3.11

SIGNATURE

A handwritten signature in black ink, appearing to be "R. J. [unclear]", is written over a horizontal line.

PROPOSED BY VP Sponsorship Operations

PURPOSE

The TECHNICAL ASSISTANCE PROCESS provides consistency in the handling of requests for technical assistance, including proper documentation and verification of communication and/or actions taken. It provides for targeted and customized support by CSS professional staff or contractors with subject matter expertise relevant to the operations of partner schools to successfully fulfill their obligations under applicable rules, laws, and the terms of the community school contract and ensure timely assistance to schools in response to issues, problems and concerns.

SCOPE

The TECHNICAL ASSISTANCE PROCESS applies to all CSS staff or contractors responsible for providing technical assistance.

PROCEDURE

1. Technical assistance requests may be received through a telephone call, email, verbal or written communications from schools, governing authorities and school management company representatives.
2. Requests may be received by any CSS staff member or contractor.



3. The request should be responded to with a telephone call or email by the appropriate team member within a twenty-four (24) hour period unless extenuating circumstances apply.
4. If the request for technical assistance is related to health and safety, the request should be sent directly to the President and addressed immediately if deemed appropriate.
5. In general, the staff member or contractor receiving the request shall respond. For specific technical matters, the staff member or contractor may consult a subject matter expert for additional assistance prior to responding.
6. If the request is not appropriate for sponsorship technical assistance, CSS will work with the school to provide appropriate recommendations for how the school can receive technical support as may be requested.
7. The Office Manager shall create and maintain Technical Assistance logs, by month/year, in TEAMS.
8. Each month, the Office Manager shall send a reminder to all staff for them to record technical assistance provided to a school in TEAMS.
9. Staff shall complete the spreadsheet within ten (10) business days of providing technical assistance.
10. Management Team shall review the spreadsheet quarterly during scheduled team meetings in conjunction with the Resource Allocation Process and Sponsorship Improvement Process to determine which schools need additional assistance.

DOCUMENTATION / VERIFICATION

Location of documentation:

TEAMS

DOCUMENT HISTORY

Orig. Date May 2013
Rev. December 2014
Rev. March 2017
Rev. November 2018
Rev. April 2020
Rev. April 2021
Rev. August 2021
Rev. November 2021



REVIEW AND APPROVAL

Reviewers of the TECHNICAL ASSISTANCE PROCESS are as follows:

Reviewed By: Management Team

Date: 10/25/2021

Approved By: President David L. Cash, Jr.

Date: 11/8/2021

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The TECHNICAL ASSISTANCE PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.





COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS

EFFECTIVE DATE 3/28/17

SOP 3.12

SIGNATURE _____

A handwritten signature in black ink, appearing to be "R. J. [unclear]", is written over a horizontal line.

PROPOSED BY Dir. College and Career Readiness

PURPOSE

The purpose of the COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS is to ensure that all CSS sponsored schools are providing each student with a high-quality college and career program consistent with rule, law and the community school contract. The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS is used to review and monitor each sponsored school's compliance with statute and contract in the areas including but not limited to Career Technical Education, Graduation (Requirements and Pathways), Career Advising Policy, and College Credit Plus. CSS will provide expertise and guidance to schools to ensure policies are approved and programs are in place for students to have the opportunity to acquire the necessary knowledge, skills and abilities for future success. CSS will ensure schools effectively utilize funding received by the state for these services.

SCOPE

The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS applies to CSS staff who conduct college and career readiness monitoring and onsite reviews and all St. Aloysius sponsored schools that offer career technical education, graduation pathways, career advising and college credit plus.

PROCEDURE

1. The CSS college and career readiness staff will finalize and distribute all applicable on-site review tools prior to monitoring and onsite review visits.
2. Upon arrival at the school, CSS college and career readiness staff will inform the administrator of the visit and meet with the school's Career Advisor to review the



procedures for data collection.

3. CSS college and career readiness staff will review the school's compliance with and collect data relative to all college and career readiness rules, laws and applicable contractual obligations as provided in student files and the school's education plan.
 - a. CSS college and career readiness staff collect data relative to the school's calendar, student files, and policies and procedures related to: Career Technical Education, Graduation (Requirements and Pathways), Career Advising Policy, and College Credit Plus.
 - b. CSS college and career readiness staff review a sample of student files to ensure accurate documentation for students relative to all high school graduation rules, laws and applicable contractual obligations.
4. During the on-site review, CSS college and career readiness staff may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the school's governing authority members, students, parents, staff, management company staff, etc.).
 - a. When conducting observations, the following should be considered:
 - i. A representative selection of classrooms should be observed;
 - ii. Reviewers should avoid interrupting the teacher(s) or creating any unnecessary disturbances during classroom instruction;
 - iii. Reviewer should use the observation tool to note strengths and weaknesses relative to areas noted on the observation tool;
 - iv. When possible the teacher(s), Community School Leadership or Building Leadership Team, students, coaches, aides, or parents should be utilized as a resource for collecting information/data relative to the areas noted on the observation tool and/or documents collected during observation (if any);
 - v. Reviewer should refer to/compare observations to requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law.
 - b. When conducting interviews, the following should be considered:
 - i. Possible interviewees include school leadership, board members, teachers, students, parents, aides, or coaches;
 - ii. Reviewer should use review tool to guide questions during interview;
 - iii. In a classroom, interviews should be as least disruptive as possible and should not take away from instructional time;
 - iv. Reviewer should consider requirements in charter language, education



plan, Ohio Improvement Plan, policy, procedure, or rule/law to guide interview follow-up.

5. CSS college and career readiness staff may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.
6. After all data has been collected, the staff person conducting the review will send a final college and career readiness on-site review report (i.e., site visit report summary template) to the governing authority members, school leader/principal, governing authority counsel and management company representative (if applicable).
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and requests relevant status updates from the school.
 - ii. CSS college and career readiness staff and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iii. CSS college and career readiness staff will also review areas needing improvement and determine if technical assistance should be provided to the school.

DOCUMENTATION/VERIFICATION

Location of documentation:

- S:/COLLEGE AND CAREER READINESS

Naming Convention:

- Year+School+Document+Date
- Ex: COLLEGE AND CAREER READINESS/2017-2018/ABC School/Review

Supporting documentation included with this process:

1. College and Career Readiness Compliance Review



DOCUMENT HISTORY

Orig. Date April 2017

Rev. November 2018

REVIEW AND APPROVAL

Reviewers of the COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS are as follows:

Reviewed by: Management Team: Date: 11/19/18

Approved by: President David L. Cash, Jr. Date: 11/19/18

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COLLEGE AND CAREER READINESS MONITORING AND ONSITE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



ONSITE ASSISTANCE REVIEW PROCESS

EFFECTIVE DATE 05/15/2015

SOP 3.14

SIGNATURE

A handwritten signature in black ink, appearing to be "R. P.", is written over a horizontal line.

PROPOSED BY General Counsel

PURPOSE

The ONSITE ASSISTANCE REVIEW PROCESS, herein known as “OAR”, provides for consistency in review of charter faithfulness, education plan implementation (determined by classroom observations and discussion with the school leadership), school improvement plan, and sponsor recommendations necessary for a sponsored school to establish and maintain compliance with contract, rule and law. Additionally, the OAR will assess areas of technical assistance needed by the school and offer technical assistance and professional development as necessary. The process works in concert with the TECHNICAL ASSISTANCE PROCESS and the COMPREHENSIVE ONSITE REVIEW PROCESS.

SCOPE

The OAR is relevant to all CSS partner schools that are sponsored by St. Aloysius and applies to all staff visiting schools and conducting OARs.

PROCEDURE

The procedure includes the following steps:

1. The School Improvement Department will select at least one (1) school improvement team member to conduct an OAR for each CSS partner school sponsored by St. Aloysius.
 - a. One (1) staff member will be assigned by the Vice President of School Improvement or designee to be the lead OAR school contact.



2. The School Improvement Department will create an annual OAR schedule with school assignments.
3. A differentiated OAR process will be used that aligns with the CSS 6.4b intervention process. For schools in intervention levels 0-2, a standard OAR document and process will be used. For schools in levels 3-4, an on-site visit using the standard document plus at least two other meetings focused on the school improvement plan will be conducted. The meetings are intended to provide additional technical assistance and support.
4. The School Improvement Department will provide a training to all CSS staff conducting OAR visits.
5. The School Improvement Department will draft an email to send to schools and governing authorities regarding the OAR process.
6. At least two (2) weeks prior to the visit, the school improvement lead will contact the school via email to schedule a visit date for conducting the OAR. The OAR rubric will be included as an attachment to the email for school leader(s) and governing authority president review. For Level 3-4 schools, a preliminary conversation between the assigned SIT member and school leader will take place during the first month of school.
7. School improvement department members that will be attending the OAR visit shall review, at a minimum, the following information prior to conducting the OAR at the school:
 - a. Any documentation related to 6.4 Accountability and the school's Ohio Improvement Plan (OIP) found in each school's designated folder on the CSS shared drive under School Improvement Team (SIT);
 - b. Review documentation related to 6.4b intervention reports located in each school's individual folder found on the CSS shared drive under School Improvement Team (SIT);
 - c. Review each school's contract attachments 6.3, 6.4 and 6.5 and any other information related to curriculum, instructional delivery methods, resources and materials, prevention/intervention plan, continuous improvement and professional growth, and the assessment plan found in Google under each school's folder;
 - d. The school's most recent local report card found on the Ohio Department of Education website;
 - e. The school's previous local report cards to document any trends that may require additional technical assistance.
8. One (1) day before the visit, the lead school contact shall send a reminder to the principal confirming the visit.
9. CSS staff will review the school's compliance with the school leader and collect data relative to all rules, laws and applicable contractual obligations as provided in the school's education plan.
10. During the on-site review, CSS staff may observe, interview and collect data from school employees, including the school administrator/principal, and/or other stakeholders (e.g. the



school's governing authority members, students, parents, staff, management company staff, Building Leadership Team, etc.).

- a. When conducting observations, the following should be considered:
 - i. A representative selection of classrooms should be observed;
 - ii. Reviewers should avoid interrupting the teacher(s) or creating any unnecessary disturbances during classroom instruction;
 - iii. Reviewer should use the observation tool to note strengths and weaknesses relative to areas noted on the observation tool;
 - iv. When possible the teacher(s), Community School Leadership or Building Leadership Team, students, coaches, aides, or parents should be utilized as a resource for collecting information/data relative to the areas noted on the observation tool and/or documents collected during observation (if any);
 - v. Reviewers should refer to/compare observations to requirements in charter language, education plan, Ohio Improvement Plan, policy, procedure, or rule/law.
 - b. When conducting interviews, the following should be considered:
 - i. Possible interviewees include school leadership, board members, teachers, students, parents, aides, or coaches;
 - ii. Reviewer should use review tool to guide questions during interview;
 - iii. In a classroom, interviews should be as least disruptive as possible and should not take away from instructional time;
 - iv. Reviewers should consider requirements in charter language, education plan, School Improvement Plan, policy, procedure, or rule/law to guide interview follow-up.
11. Preliminary OAR findings will be discussed by assigned staff members with the school leadership team at the time of the visit or after completion of the draft OAR report. The lead staff member is responsible for collecting all preliminary findings and creating a final report to share with the school principal and board. CSS staff may collect additional data not available at the time of the on-site review from the school leader/principal or other relevant staff in order to assist the school in achieving the goal of accuracy in data reporting.
 12. The School Improvement Department will have a standing meeting agenda item on the regularly scheduled department meeting to discuss areas of concern identified during recently completed OARS to identify recommendations for technical assistance.
 13. After the SIT team reviews the OAR in a SIT meeting, the lead school contact will follow up with the school principal by phone, email, or in-person to address any questions or concerns identified in the OAR.
 14. After the OAR report draft is finalized, the lead school contact will notify the School Improvement Program Assistant.



15. The School Improvement Program Assistant will review the document for grammatical mistakes and formatting problems and make any necessary revisions. The School Improvement Program Assistant will notify the VP of School Improvement that the document is ready for the final review.
16. The Vice President of School Improvement will review the final documents before notifying the School Improvement Program Assistant they are ready for distribution.
17. The School Improvement Program Assistant will upload the final OAR reports to board members, the school leader, operator representatives, legal counsel, and other stakeholders that may be deemed appropriate prior to the next board meeting.
 - a. This written report will include the information collected during the site visit, a summary of findings, areas needing improvement (if applicable), and areas of strength.
 - i. If an area needing improvement is identified, the written report will specify the steps or timeframes for doing so and requests relevant status updates from the school.
 - ii. CSS staff conducting the visit and/or Legal Department will review relevant status updates from the school regarding its progress in the area.
 - iii. CSS staff will also review areas needing improvement and determine if technical assistance should be provided to the school.
 - b. Level 3-4 schools may receive a preliminary report on items above during the first half of the year to ensure CSS compliance with sponsor evaluation requirements.
18. The School Improvement Program Assistant shall copy the Office Manager who will prepare and distribute the material to the CSS representative to review at the next board meeting. The CSS representative attending the next scheduled board meeting will review the OAR report cover page with the board members on behalf of the Sponsor.
19. A survey will be sent to the board and the school principal with each final OAR report to gather data to improve the OAR process and provide assistance in determining the professional development and technical assistance needs of the school.
20. Annually, the SIT will meet to conduct a needs assessment, make recommendations to improve the OAR process and report for the upcoming year the determined professional development needs of schools, set technical assistance priorities for CSS partnered schools and allocate resources.

DOCUMENTATION / VERIFICATION

All OAR documents will be saved as final with the ODE required naming convention, proofed and confirmed as accurate under the Shared Drive as follows:

Location of documentation:

S:\ONSITE ASSISTANCE REVIEW SY\SCHOOL FOLDER



DOCUMENT HISTORY

Orig. Date May 2015
Rev. February 2016
Rev. March 2017
Rev. March 2018
Rev. November 2018
Rev. August 2019
Rev. October 2020
Rev. September 2022

REVIEW AND APPROVAL

Reviewer of the ONSITE ASSISTANCE REVIEW PROCESS is as follows:

Reviewed By: Management Team

Date: 09/12/2022

Approved By: President David L. Cash, Jr.

Date: 09/12/2022

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The ONSITE ASSISTANCE REVIEW PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



ENROLLMENT AND ATTENDANCE MONITORING PROCESS

EFFECTIVE DATE 03/15/2018

SOP 3.15

SIGNATURE

A handwritten signature in black ink, appearing to be "J. P. Smith", written over a light blue horizontal line.

PROPOSED BY: General Counsel

PURPOSE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS ensures that all enrollment and attendance data for St. Aloysius schools is being reported timely and accurately to the sponsor and the Ohio Department of Education. This also ensures that information is available for the Ohio Auditor of State, Ohio Department of Education or other stakeholders.

SCOPE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS applies to the Office Manager, CFO and all CSS staff attending governing authority meetings.

PROCEDURE

The ENROLLMENT AND ATTENDANCE MONITORING PROCESS begins at the start of each school year and is initiated and monitored by the Office Manager.

1. In August of each school year the Office Manager sends an email and spreadsheet to all school leaders, principals, superintendents, and management company personnel providing details about what information needs to be included in the school's enrollment and attendance report, a date to perform the enrollment and attendance count, a link to the training on HB 410 and a due date for submission of the count to CSS.
 - a. Count dates are selected randomly for the months of September, December, March and May at the beginning of each school year by the Office Manager to ensure samples are arbitrary.



- b. If a school is closed on the day of a required count, it may contact the Office Manager and change the date the count will be conducted.
2. The Office Manager prepares an internal spreadsheet which captures the following information for each school:
 - a. FTE (full-time enrollment) Count
 - b. Enrollment
 - c. Attendance
 - d. Attendance Rate
 - e. Lunch Count, if applicable
 - f. Sign-in and Sign-out Sheets, if applicable
 - g. If the School is required to develop the ESSA plan based on the report card GAP indicator related to chronic absenteeism this will be collected with the December submission.
3. All documents received from the schools are reviewed and the data is logged on the internal spreadsheet.
 - a. Reminders are sent to the responsible school personnel for submission of the student counts if the reports are not received by the due date.
4. The Fiscal Department pulls the FTE Count by month from the Community School Funding Report and logs it in the internal spreadsheet.
5. The Office Manager compares enrollment count, attendance count and FTE counts.
6. The Office Manager shall report attendance comparison results at the all-staff meeting following the count.
7. If an attendance rate is 25% or less for a DOPR (Drop-out Prevention and Recovery) school for two (2) reporting periods, the Office Manager shall notify the Vice President of School Improvement via email.
 - a. A question regarding how the school is implementing the ESSA plan related to chronic absenteeism will be added to the Attachment 6.4b questionnaire.
8. If an attendance rate is 89% or less for a traditional community school for two (2) reporting periods, the Office Manager shall notify Vice President of School Improvement via email.
 - a. A question regarding how the school is implementing the ESSA plan related to chronic absenteeism will be added to the Attachment 6.4b questionnaire.
9. If the school does not submit required documentation for two (2) reporting periods , the Office Manager shall notify the Vice President of Compliance and the Vice President of School Improvement.



- a. The Vice President of Compliance or the Vice President of School Improvement President and Management Team shall assign a CSS representative based on availability and proximity to visit the school within ten (10) business days unannounced to do a headcount.
 - b. At the visit, the CSS representative will collect documentation showing current days attendance and room assignments from the principal and then conduct a headcount of all students present at the school.
10. If the Office Manager is made aware of an attendance discrepancy in any other manner (eg. Monitoring visits) the Office Manager shall notify the Vice President of Compliance and the Vice President of School Improvement via email.
 - a. The Vice President of Compliance or the Vice President of School Improvement shall assign a CSS representative based on availability and proximity to complete an unannounced visit to the school within ten (10) business days to do a headcount.
 - b. At the visit, the CSS representative will collect documentation showing current days attendance and room assignments from the principal and then conduct a headcount of all students present at the school.
11. After the unannounced visit has taken place, the CSS Representative shall notify the Office Manager of the results of the headcount via email.
12. If the discrepancy is confirmed (i.e. the attendance rate is below 25% for DOPR schools or 89% for traditional schools) after the unannounced visit, the Office Manager shall report this to the Management Team and President.
13. The school may be placed on a corrective action plan, probation or suspension as determined by the Management Team and the President (see Corrective Action Plan, Probation and Suspension Processes).

DOCUMENTATION/VERIFICATION

All ENROLLMENT AND ATTENDANCE MONITORING PROCESS documents will be saved in the shared drive.

DOCUMENT HISTORY

Orig. Date March 2018
Rev. Date November 2018
Rev. Date April 2019
Rev. Date August 2019
Rev. Date August 2022



REVIEW AND APPROVAL

Reviewers of the ENROLLMENT AND ATTENDANCE MONITORING PROCESS are as follows:

Reviewed by: Management Team:

Date: 08/02/2022

Approved by: President David L. Cash, Jr.

Date: 08/02/2022

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. ENROLLMENT AND ATTENDANCE MONITORING PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



MONTHLY ENROLLMENT,

EFFECTIVE DATE 07/01/2013

FINANCIAL REVIEW

AND FOUNDATION

OVERPAYMENT PROCESS

SOP 4.2

SIGNATURE

A handwritten signature in black ink, appearing to be "R. P.", is written over a horizontal line.

PROPOSED BY Chief Financial Officer

PURPOSE

The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS supports compliance with applicable law and the monthly financial monitoring requirement for all schools sponsored by St. Aloysius. The Fiscal Operations Department is responsible for ensuring collection and review of each sponsored school's monthly financial reports to increase the knowledge and awareness of the school's financial wherewithal and stability and to comply with statutory requirements. The Fiscal Operations Department is also responsible for providing written feedback following each month's reviews including, if applicable, proactive recommendations to improve the governing authority's financial and enrollment decision making. The FOUNDATION OVERPAYMENT PROCESS ensures schools develop and comply with repayment of overpayments in foundation funds issued by ODE (this is generally known as "clawback").

SCOPE

The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS and FOUNDATION OVERPAYMENT PROCESS applies primarily to the Fiscal Department and Office Manager. All CSS Staff attending governing authority meetings may be asked to share information from the fiscal reviews with the governing authorities of St. Aloysius sponsored schools.



MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCEDURE

1. The Treasurer updates the "FTE Report" spreadsheet (Fiscal Team – Documents/Monthly Fiscal Reviews/Fiscal Reviews/FTE Charts by month) with the current month's FTEs for each school.
2. The Treasurer provides annual written communication to all new schools identifying the requirement and process for submitting financials monthly to the sponsor as required by law, including enrollment records in the form of current FTEs.
3. The Fiscal Operations Department monitors and confirms that schools make monthly submission of financial reports to the sponsor by the 15th of the following month using a dedicated email: financials@charterschoolspec.com.
4. When financial reports are received, the Treasurer saves the reports to the school's folder within the "Monthly Fiscal Reviews" folder within the Fiscal Team in Share Point. Additionally, the Treasurer documents the date the reports were received on the "Fiscal Review Workflow".
5. The Treasurer reviews the financials on a monthly basis using a summary checklist. The checklist contains predetermined financial items and data that have been identified as significant to gain insight into the financial condition of the school. The checklist includes, but is not limited to, a budget analysis (review of budget ledgers or detail general ledger) and check register analysis (transaction detail reports). In addition, a tracking sheet is maintained to record the school's cash balance, YTD and MTD revenues and expenses to be used for comparison from month to month and to other schools. Upon the Treasurer's determination of error or necessary revisions, The Treasurer contacts the school or the school's treasurer within five (5) business days to obtain necessary changes or request additional information.
6. Upon reviewing the current FTE of the school, a reduction in 10% or more FTEs will trigger communication with the school and treasurer to discuss ways to prevent overpayment and clawback.
7. Upon the Treasurer's determination of error or necessary revisions, the Treasurer contacts the school or the school's fiscal officer within five (5) business days to obtain necessary changes or request additional information.
8. The Treasurer conducts a monthly financial review, prior to the end of the month if the school has made the submission of the financial reports to the sponsor by the 15th of the month and there has not been a determination of an error or necessary revisions by the Treasurer. Once the review is complete, the Treasurer updates the "Fiscal Review Memo Template" and "Fiscal Review Template" to reflect the current data, saves both files as a PDF in the school's folder, and saves a copy of



the "Fiscal Review Template" spreadsheet. Additionally, the Treasurer documents the date the fiscal review and memo are completed on the "Fiscal Review Workflow".

9. Within ten (10) days of the review, the Office Manager emails all school treasurers and governing authority presidents a written report signed by the Treasurer confirming receipt of the required financial and enrollment information and providing feedback regarding the review. The Office Manager documents the date the written reports are sent on the "Fiscal Review Workflow".
10. When a review indicates areas of financial concern, including but not limited to, enrollment, revenue and expense fluctuations, CSS makes proactive recommendations to the governing authority regarding financial and enrollment decision-making.
11. The Office Manager provides a copy of the written report to the CSS sponsor representative scheduled to attend the next governing authority meeting of the school.
12. The Treasurer advises the President of concerns and reports as necessary regarding the fiscal status of sponsored schools.
13. The Treasurer also reports monthly at the all staff meeting regarding any schools experiencing financial or enrollment concerns.
14. Sponsor representatives attending governing authority and other appropriate school meetings address enrollment or financial issues as appropriate with the governing authority or management company.
15. The Fiscal Operations Department saves all financial and written reports on the shared drive.
16. Schools that fail to submit financial statements and enrollment records by the 15th of the month will have a notice sent to the fiscal officer on the 16th stating the submissions are late, and they are in violation of the sponsorship agreement and Ohio Revised Code.
17. Schools that fail to submit financial statements and enrollment records by the 22nd of the month will have a notice sent to the fiscal officer, Governing Authority and Operator, when applicable, stating that submissions are late and they are in violation of the sponsorship agreement and Ohio Revised Code and that a CAP will be initiated if not received by the end of the month.
18. Schools that submit financial statements and enrollment records late three times within the same school year will have a corrective action plan initiated.



FOUNDATION OVERPAYMENT PROCEDURE

1. Upon release by ODE, the Treasurer shall review the list of schools that received overpayment of foundation payments.
2. If a school has been identified as at risk of overpayment pursuant to step 4. of the process above, and action is not taken by the school or treasurer to prevent the overpayment, a corrective action plan may be requested.
3. If a school is on ODE's overpayment list for two or more consecutive years, additional intervention may be initiated, including: Corrective Action Plan, technical assistance, other interventions as deemed appropriate by the Treasurer and General Counsel.

DOCUMENTATION / VERIFICATION

The monthly financials and related documentation is maintained by the Treasurer and accessed on Share Point in the Fiscal Team Folder as follows:

Location of documentation:

Charter School Specialists/Fiscal Team – Documents/Monthly Fiscal Reviews/Fiscal Reviews

DOCUMENT HISTORY

Orig. Date June 2013
Rev. November 2014
Rev. February 2016
Rev. March 2017
Rev. October 2018
Rev. March 2021
Rev. October 2021
Rev. July 2022
Rev. October 2022

REVIEW AND APPROVAL

Reviewer of the MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS and FOUNDATION OVERPAYMENT PROCESS is as follows:

Reviewed By: Management Team

Date: 10/12/2022

Approved By: President: David L. Cash, Jr.

Date: 10/12/2022



The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The MONTHLY ENROLLMENT AND FINANCIAL REVIEW PROCESS and FOUNDATION OVERPAYMENT PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



STANDARD OPERATING PROCEDURE 3.9

PROCEDURE TITLE: Intervention Process

Department: ALL

Proposed by: General Counsel

Effective Date: 07/01/2013

PURPOSE

This INTERVENTION PROCESS provides guidance to all team members and the Management Team on how to communicate, evaluate and track corrective action plans regarding any deficiency in the school's governance, operations, fiscal management, educational model, or operations relative to any state or federal rule or law, and/or sponsor requirements. This includes deficiencies brought to the attention of CSS by stakeholders, such as the Ohio Department of Education or Auditor of State's Office, which may include audits; programmatic deficiencies, grant and data reporting; or other pertinent issues relative to the school's operations identified during the comprehensive onsite review process.

The INTERVENTION PROCESS relates to any deficiency requiring a request for a corrective action plan for a school.

SCOPE

This INTERVENTION PROCESS applies to all staff who participate in oversight or provide technical assistance to CSS partner schools sponsored by St. Aloysius.

PROCEDURE

The CSS INTERVENTION PROCESS is as follows:

1. Conditions that may trigger intervention and corrective action include, but are not limited to:
 - a. Violation of rule and/or law;
 - b. Violation of community school contract;
 - c. Excessive decrease in enrollment;
 - d. Financial instability;
 - e. Failure to respond to reasonable requests from sponsor;
 - f. Performance deficiencies, such as failure to make adequate academic progress or meet the local report card measures;



- g. Performance of the governing authority or its individual members that is detrimental to the overall success of the school;
 - h. Issues identified in the annual audit performed by the Auditor of State, or Independent Public Accountants (IPAs), that may impact the operation of the school.
- 2. CSS staff member(s) may identify a condition that triggers the potential need for an intervention during an enrollment and financial review, on-site visit, governing authority meetings, preparation of site visit reports and/or while conducting annual performance monitoring.
- 3. CSS staff member(s) may also note a condition that may trigger intervention and the potential need for an intervention letter or corrective action plan during a review of the following documentation:
 - a. Enrollment and financial review documents
 - b. Communication from the Ohio Department of Education or other stakeholders (i.e. Auditor of State)
 - c. Site Visit Reports
 - d. Audit Reports
 - e. Governing Authority Meeting Reports
 - f. Complaints
- 4. When the CSS staff member notes a potential deficiency, he/she will discuss with their department manager to determine if the deficiency should be investigated.
- 5. Department managers or designated CSS staff members may conduct an investigation, which may include contacting school personnel, governing authority members, management company representatives, governing authority legal counsel, verbal conversations, email correspondence, and document collection.
- 6. After completion of the investigation, the department manager discusses the deficiency with the President.
- 7. The President makes the determination if an intervention letter or request for a corrective action plan should be sent to the school.
- 8. Intervention letters will be sent on CSS letterhead with signature of President.
 - a. Letters will note areas of concern and indicate failure to remedy these concerns could result in a corrective action plan.
 - b. The designated CSS staff member who requested the letter to be sent will follow up with the school to get a status update within 10 business days after the letter is sent.
 - c. If all areas of concern are not adequately addressed, the school may be sent a request for a corrective action plan.
- 9. If a CAP is being sent, the President or designee shall contact the school and notify them that a CAP will be forthcoming.
- 10. The department manager/CSS staff member will complete the CAP Request Template and obtain the President's approval.



- a. The CAP request template must include all Action Steps Required and a timeline to complete the required actions steps. If possible, the due date should be after the next scheduled board meeting.
11. The department manager/CSS staff member will send the approved CAP Request Template to the Legal Project Manager.
12. The Legal Project Manager will complete the CAP Cover Letter, review the template for formatting issues and send the final copy of the Cover Letter and the CAP Request Template to all governing authority members with copy to board counsel, school leader, management company representatives (if applicable), CSS President, CSS Management Team, and Office Manager.
 - a. The Office Manager will include the CAP request with the board materials sent to board liaisons and CSS sponsor representative prior to the next board meeting.
13. The Legal Project Manager will update the CAP Tracking Spreadsheet with the date sent, reason for CAP request and the due date of the response. The CAP Tracking Spreadsheet will be shared at all monthly CSS Staff Meetings.
14. The Legal Project Manager will monitor the CAP request due dates and communicate directly with the governing authority and/or its representative as needed.
15. Upon receipt of the proposed CAP from the school, the Legal Project Manager will forward it to the requesting department manager/CSS staff member to review and will include a date it should be reviewed by.
16. The department manager/CSS staff member will determine if the CAP submitted is:
 - a. Approved and the plan needs to be monitored,
 - b. Not approved and requires additional information.
17. The department manager/CSS staff member will complete the respective form letter and send it to the Legal Project Manager for distribution.
 - a. CAP Approval Letter with monitoring - If the CAP is approved and the plan needs to be monitored, it is the responsibility of the department manager to discuss the plan at their monthly department meetings. The department manager will determine if the CAP will be monitored by their department or at monthly governing authority meetings and communicate this to the Legal Project Manager. The Legal Project Manager shall note this on the CAP Tracking Spreadsheet. All status updates must be provided to the Legal Project Manager so the tracking spreadsheet can be updated accordingly.
 - b. CAP Denial or Request for Additional Information Letter - If the CAP is not approved or needs additional information, the Legal Project Manager will send the letter and update the CAP Tracking Spreadsheet accordingly. The CAP process will then resume at step 12 above.
18. The Legal Project Manager will regularly request status updates from either the CSS Staff member attending the board meetings, the department manager, the assigned staff member, or the school and will review the requested status updates to ensure that the Governing Authority is complying with the terms of the corrective action plan.
19. Departments must discuss any CAPs issued by their department and status updates at each department meeting.



20. The Legal Project Manager shall determine if the governing authority is adequately monitoring and implementing the CAP by regularly reviewing the requested status updates. Status updates may be provided from either the CSS Staff member attending the board meetings, the department manager, the assigned staff member, or the school.
21. If the Legal Project Manager determines the governing authority is not adequately monitoring and implementing the CAP, the department manager responsible for the CAP will be notified.
 - a. If additional information is needed regarding the monitoring, the department manager or designee may contact the CSS representative attending the board meetings, the board liaison, board counsel, or any other school personnel.
22. If the requirements of the CAP are not being met, the following may occur:
 - a. The matter may be referred to the General Counsel or designee for placement on probation (SOP 2.4 will be followed including final approval by St. Aloysius) or suspension (SOP 2.5 will be followed including final approval by St. Aloysius).
 - b. The matter may be referred to the General Counsel or designee for contract termination (SOP 2.6 will be followed including final approval by St. Aloysius).
23. Once it has been determined that the governing authority has met the terms of the CAP and the department manager has determined that it may be released from the CAP, the department manager shall notify the Legal Department Manager.
 - a. The Legal Project Manager shall draft and send the Release from CAP Letter and update the CAP Tracking Spreadsheet accordingly.

DOCUMENTATION/VERIFICATION

Location of documentation:

S:\Corrective Action Plans\SY

DOCUMENT HISTORY

Orig. Date 2011

Rev. Date May 2012

Rev. Date November 2012

Rev. Date December 2014

Rev. Date October 2015

Rev. Date March 2017

Rev. Date March 2018

Rev. Date October 2018

Rev. Date May 2019

Rev. Date April 2020

Rev. Date November 2020

Rev. Date April 2021

Rev. Date April 2022

Rev. Date June 2022



Rev. Date October 2022

REVIEW AND APPROVAL

Reviewers of the INTERVENTION PROCESS are as follows:

Reviewed by: Management Team:

Date: October 2022

Approved by: President David L. Cash, Jr.

Date: October 2022

The effective date is as of the date noted above. Processes are consistently reviewed and revised as necessary throughout the term. The INTERVENTION PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



COMMUNITY SCHOOL PROBATION PROCESS

EFFECTIVE DATE 09/01/2013

SOP 2.4

SIGNATURE

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PROPOSED BY General Counsel

PURPOSE

The purpose of the COMMUNITY SCHOOL PROBATION PROCESS is to ensure a complete understanding of how a school may be placed on and removed from probation status. The process provides for adequate notice, monitoring and communication with all stakeholders.

SCOPE

The COMMUNITY SCHOOL PROBATION PROCESS is managed by the Legal Department and is used to guide any applicable school through all phases of probation.

PROCEDURE

1. CSS staff members could identify the potential need for probation during an enrollment and financial review, on-site visit, during preparation of site visit reports, while attending a governing authority meeting, while conducting annual performance monitoring and/or at any other time while providing monitoring, oversight and technical assistance to a school.
2. Conditions that may trigger intervention and probation include, but are not limited to:
 - a. Violation of rule and/or law
 - b. Violation of community school contract
 - c. Excessive decrease in enrollment
 - d. Financial instability
 - e. Organizational/Operational deficiencies
 - f. Failure to respond to reasonable requests from sponsor
 - g. Failure to adequately address issues in a corrective action plan
 - h. Failure to make adequate academic progress or meet local report card measures



3. Documentation noting conditions that may trigger intervention and probation may include, but is not limited to, the following:
 - a. Enrollment and financial review documents
 - b. Communication from the Ohio Department of Education or other stakeholders (i.e. Auditor of State)
 - c. Site Visit Reports
 - d. Audit Reports
 - e. Board Meeting Reports
 - f. Complaints
 - g. Corrective Action Plans
4. If possible, a school will be placed on a corrective action (see CORRECTIVE ACTION PLAN PROCESS) prior to being placed on probation.
 - a. If a school is not complying with the terms of its corrective action plan, General Counsel shall consult the President and St. Aloysius to determine if the school should move to probation.
 - i. The Management Team may consider and collect data relevant to the timeliness of documentation submitted, severity of corrective conditions warranting corrective action, history of school's compliance with corrective action plan requests and number of times a school has been placed on corrective action or required interventions.
5. If the deficiency is severe and the school should move directly to probation, CSS staff member suggesting probation reviews the documentation and data collected and discusses with the Department Manager if there is a deficiency that should be investigated and documented.
6. CSS staff member or department manager may conduct further investigation, including contacting school personnel, governing authority members, management company representatives and governing authority legal counsel.
 - a. The investigation may include verbal conversations, email correspondence and document collection.
7. After completion of the investigation, the department manager discusses the potential deficiency with the President to determine that probation is warranted.
8. Once probation is determined to be the correct course of action, the Legal Department will prepare a draft and send it to the General Counsel or designee for review and final approval from the President.
9. Upon President approval of the document, the following occurs:
 - a. General Counsel or designee finalizes the probation letter ('letter') with any necessary revisions and sends the letter to the Legal Project Manager.
 - b. The Legal Project Manager sends the letter electronically to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to the next governing authority meeting.
 - i. Legal Project Manager submits the probation notice via Epicenter to the Ohio Department of Education.
 - c. The School shall be provided five (5) business days after the upcoming governing authority meeting to respond to the probation letter.



- i. If the deficiency noted in the probation letter is time sensitive and needs to be addressed prior to the next governing authority meeting, the General Counsel or designee shall set an appropriate date for response.
 - d. Legal Project Manager updates the corrective action plan/probation tracking spreadsheet with date sent, reason and due date for response.
 - i. Legal Project Manager shall also share this spreadsheet at Staff Meetings to update staff on probation status of each school.
 - e. The Legal Department monitors the due date.
 - i. If a response is not received by the due date:
 - 1. General Counsel or designee shall decide if the school shall be given more time to respond.
 - 2. If the school fails to respond, the Legal Department and President discuss the next course of action, which may include suspension or termination.
10. Upon receipt of the probation response from the governing authority, the following occurs:
- a. The Legal Department will forward to the appropriate department manager for an initial sufficiency review.
 - i. The Department Manager will ensure all deficiencies have been addressed.
 - 1. If all deficiencies have not been addressed, the Department Manager will notify the Legal Department to send a request for additional information within five (5) business days to the governing authority. The Governing Authority will be given five (5) business days to provide additional information.
 - b. If the governing authority has adequately addressed all deficiencies:
 - i. The Department Manager will notify the Legal Department to send a notice to the governing authority noting receipt/approval and monitoring protocol as necessary within ten (10) business days of receipt of the final plan.
 - c. If the governing authority has not adequately addressed all deficiencies after two (2) requests:
 - i. The Legal Project Managers shall consult with the General Counsel to discuss next steps.
 - 1. The Legal Department can request additional information to be provided within five (5) business days.
 - 2. Upon receipt of additional information, repeat steps listed above.
 - 3. If additional information does not satisfy the original request, the General Counsel discusses with the Management Team to determine the consequences for not resolving the deficiency. The consequences may include, taking over operations of the school, suspension, or termination.
 - 4. Next steps will be communicated with the school within ten (10) business days.
11. Departments are responsible for adding a review of schools on probation and probation requirements to monthly department meeting agendas.
12. If a school is not released from probation by the end of the school year, the probation becomes void per the Ohio Revised Code.



- a. The President and Management Team shall then evaluate if the school needs to be placed on probation at the beginning of the following school year or other actions should be taken.

DOCUMENTATION / VERIFICATION

Location of documentation:

- S:/CORRECTIVE ACTION PLANS/

DOCUMENT HISTORY

Orig. Date Sept. 2013
Rev. Date March 2017
Rev. Date November 2018
Rev. Date August 2019
Rev. Date April 2020
Rev. Date April 2021
Rev. Date June 2022

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL PROBATION PROCESS is as follows:

Reviewed By: Management Team

Date: 06/02/2022

Approved By: President: David L. Cash, Jr.

Date: 06/02/2022

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMMUNITY SCHOOL PROBATION PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



COMMUNITY SCHOOL SUSPENSION PROCESS

EFFECTIVE DATE 09/01/2013

SOP 2.5

SIGNATURE

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PROPOSED BY General Counsel

PURPOSE

The COMMUNITY SCHOOL SUSPENSION PROCESS is designed to maintain the health, safety, and welfare of students by establishing procedures under which the governing authority of the school will be held accountable for their compliance with the terms of their contract and law. The purpose of the COMMUNITY SCHOOL SUSPENSION PROCESS is to ensure all necessary notifications and requirements are met by deadlines established by the sponsor and as required by rule and law. The process provides for adequate notice, monitoring and communication of all suspension notices.

SCOPE

The COMMUNITY SCHOOL SUSPENSION PROCESS is primarily managed by the Legal Department and is used to guide any applicable school and CSS staff through all phases of the suspension process including cessation of operations due to the suspension.

PROCEDURE

1. The COMMUNITY SCHOOL SUSPENSION PROCESS begins with review of statutory reasons as outlined in R.C. 3314.072 (Suspending operation of a noncomplying school).
 - a. CSS staff member could also identify the potential need for suspension during an enrollment and financial review, on-site visit, during preparation of site visit reports and/or while conducting annual performance monitoring.



- i. Conditions that may trigger intervention and suspension include, but are not limited to:
 1. Violation of rule and/or law
 2. Violation of community school contract
 3. Excessive decrease in enrollment
 4. Financial instability
 5. Organizational/Operational deficiencies
 6. Failure to respond to reasonable requests from sponsor
 7. Failure to adequately address deficiencies from the school being placed on probation
 8. Failure to make adequate academic progress or meet local report card measures
2. Documentation noting conditions that may trigger intervention and suspension may include, but is not limited to, the following:
 - i. Enrollment and financial review documents
 - ii. Communication from the Ohio Department of Education or other stakeholders (i.e. Auditor of State)
 - iii. Site Visit Reports
 - iv. Audit Reports
 - v. Board Meeting Reports
 - vi. Complaints
 - vii. Corrective action plans
 - viii. Probation notices
3. If possible, a school will be placed on a corrective action (see CORRECTIVE ACTION PLAN PROCESS) and probation (see COMMUNITY SCHOOL PROBATION PROCESS) prior to being placed on suspension.
 - a. If a school is not complying with the terms of its corrective action plan and/or probation, General Counsel shall consult the President to determine if the school should move to suspension.
 - i. General Counsel and President may consider and collect data relevant to the timeliness of documentation submitted, severity of corrective deficiencies warranting corrective action, history of school's compliance with corrective action plan/probation requests and number of times a school has been placed on corrective action/probation or required interventions.
4. If the deficiency is severe, CSS staff member suggesting suspension reviews data collected during the enrollment and financial reviews, on-site visits and while completing annual performance monitoring. If the CSS staff member notes a potential deficiency requiring



suspension, he/she will discuss with department manager to determine if there is a deficiency that should be investigated and documented.

5. CSS staff member or department manager may conduct further investigation, including contact school personnel, governing authority members, management company representatives and governing authority legal counsel.
 - a. The investigation may include verbal conversations, email correspondence and document collection.
6. After completion of the investigation, department manager discusses potential deficiency with President to determine that suspension is warranted.
7. Once suspension is determined to be the correct course of action, Education Programs Assistant will prepare a draft and send to General Counsel for review and final approval from the President and St. Aloysius.
8. Upon President and St. Aloysius approval of the document, the following occurs:
 - a. General Counsel finalizes the intent to suspend letter ('letter') per R.C. 3314.072 with any necessary revisions and sends the letter to Education Programs Assistant.
 - b. Education Programs Assistant sends the letter electronically to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team.
 - c. The governing authority shall be provided five (5) business days to submit to the sponsor a proposal to remedy the conditions cited as reasons for the suspension.
 - d. The Legal Department, President and CSS Management Team shall review the proposed remedy within ten (10) business days after receipt.
 - e. If the sponsor approves of the remedy proposed, the governing authority and school will not be suspended and will be permitted to continue operating under conditions provided in a response.
 - i. The Legal Department shall draft the response and submit to the President for approval.
 - ii. Education Programs Assistant will provide the response to all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to next governing authority meeting.
 - f. If the sponsor disapproves the remedy proposed by the governing authority, if the governing authority fails to submit a proposed remedy in the manner prescribed by the sponsor, or if the governing authority fails to implement the remedy as approved by the sponsor, the sponsor may suspend operation of the school per R.C. 3314.072.



9. The Legal Department shall provide all governing authority members with cc to governing authority counsel, school leader, management company representative (if applicable), CSS President, CSS Management Team, and Office Manager for distribution prior to next governing authority meeting with an official notice of suspension.
 - a. Education Programs Assistant will submit the suspension notice via Epicenter to the Ohio Department of Education.
10. Upon suspension of the school, the school shall cease all operations on the next business day unless otherwise noted in the official suspension notice.
11. The Legal Department shall implement the closure process which also applies to suspended schools (see SCHOOL CLOSURE PROCESS).
12. If the governing authority of the school fails to provide a proposal to remedy the conditions cited by the sponsor as reasons for the suspension, to the satisfaction of the sponsor, by the thirtieth day of September of the school year immediately following the school year in which the operation of school was suspended, the charter contract between the governing authority and the school shall become void and the school will be permanently closed.

DOCUMENTATION / VERIFICATION

Location of documentation:

- S:/CORRECTIVE ACTION PLANS/

Naming convention:

- Year + School + Issue Date
- Ex: CORRECTIVE ACTION PLANS/SY/SYABC School/PROBATION letter [Date]

Supporting documentation included with this process:

1. Initial communication to the school/board advising of the decision to place the school on probation.
2. Sample follow up communication regarding outstanding issues or missed deadlines
3. Letter releasing the board from probation.



DOCUMENT HISTORY

Orig. Date Sept. 2013
Rev. Date March 2017
Rev. Date November 2018
Rev. Date August 2019

REVIEW AND APPROVAL

Reviewer of the COMMUNITY SCHOOL PROBATION PROCESS is as follows:

Reviewed By: Management Team

Date: 08/30/2019

Approved By: President: David L. Cash, Jr.

Date: 09/11/2019

The effective date is as of the date signed above. Processes are consistently reviewed and revised as necessary throughout the term. The COMMUNITY SCHOOL PROBATION PROCESS may be implemented as currently written and will be formally evaluated and revised as necessary going forward.



COMMUNITY SCHOOL

EFFECTIVE DATE 1/30/2013

TERMINATION &

NON-RENEWAL PROCESS

SOP 2.6

SIGNATURE

A handwritten signature in black ink, appearing to be "R. J. [unclear]", written over a horizontal line.

PROPOSED BY VP Sponsorship Operations

PURPOSE

The COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS ensures that all necessary notifications and closure requirements are met by the deadlines established by the sponsor, rule and law, and the Ohio Department of Education. In addition, the process monitors the performance of the applicant through the RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS. The process also ensures that, if a terminated or non-renewed school does not close but rather is awarded a contract by ODE or a different sponsor, all requirements of the non-renewing sponsor are documented, submitted and retained as required.

SCOPE

The COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS is used to guide all schools from the point of a non-renewal or termination decision through to closure and applies to all staff involved in the termination and non-renewal process.

PROCEDURE

1. The COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS may begin with the RENEWAL SCHOOL APPLICATION AND REVIEWER PROTOCOL PROCESS, which includes evaluation of the application and academic, financial and academic data over the term of the charter contract.
 - a. If the school does not meet the criteria for renewal as listed in its contract, the school will be non-renewed.



2. The process may also begin with an evaluation of concerns reviewed by the CSS Management Team.
3. Conditions that may trigger consideration of termination include but are not limited to: failure to meet student performance requirements stated in the contract; failure to meet generally accepted standards of fiscal management; violation of any provision of the contract or applicable state or federal law; other good cause.
4. Internal staff will collect data relative to the condition(s) listed in step 4 that triggered consideration of termination. This data includes data from the performance framework of the charter contract which may include the following: academic data from the local report card or nationally normed assessments related to student performance requirements stated in the contract, financial statements related to meeting generally accepted standards of fiscal management, and compliance data related to the provision of the contract or law the school has violated.
5. Additionally, internal staff will contact the school leader, management company representative (if applicable), governing authority counsel, governing authority president and any other personnel related to the issues reported.
6. Analysis of the data is conducted internally and presented to St. Aloysius by the President or other key staff for a final determination. The St. Aloysius Board reviews the findings and recommendations of CSS and makes a decision to non-renew or terminate the school.
7. Once a decision is made to non-renew or terminate, the notice of non-renewal or termination letter is sent from the Legal Department on behalf of St. Aloysius.
 - a. Notices of non-renewal will be sent, in writing, no later than January 15th of the year in which the contract will be terminated or non-renewed.
8. All schools are required to respond to the non-renewal or termination notice within fourteen (14) days and request an informal hearing if they intend to appeal the decision. The request must be made in writing.
 - a. If the School requests an informal hearing, CSS Management Team and President will conduct the hearing on behalf of St. Aloysius within fourteen (14) days of the request for the hearing.
 - i. Factors that the Management Team will consider include, but are not limited to: instituting a turnaround model with an experienced operator, future education initiatives, other factors affecting the school's academic, operational/organizational and/or fiscal performance.
 - ii. Members of the Management Team shall use the Hearing Rubric which will be used to score the hearing and submitted supplemental information.
9. Once CSS has conducted the informal hearing, CSS will present all information discussed at the hearing to the St. Aloysius Board. The St. Aloysius Board shall make a final determination to rescind the non-renewal or termination or continue with closure of the school.
10. CSS, on behalf of St. Aloysius, shall issue a written decision either affirming or rescinding the decision to not renew the contract. CSS appropriately notifies the Governing Authority, school and ODE within fourteen (14) days of the final decision, and maintains records of the communications to comply with sponsor and statutory requirements.



- a. All non-renewed schools shall continue to operate through the end of the school year in which they have been non-renewed.
 - b. All terminated schools shall cease operation on the date established in the original termination notice after all appeals have been exhausted.
11. CSS The CSS Compliance Department designee will send correspondence to the Governing Authority, school leaders, and school Treasurer with its Closure Responsibility Table, Box Labeling Protocol, the Closure Checklist, the Closure Plan, the Ohio Department of Education Suspension and Closing Assurance form and a Sample Parent Letter and will monitor to ensure the Closure Plan is being followed and all documents are being received as outlined in the Closure Checklist.
12. The Compliance Department will ensure the school's families were notified of the non-renewal no later than April 15.
13. At the end of the school year or date of termination, the Compliance Department works with the school's designated contact person, as required by the charter, to submit all notices, records, financial information and requirements as detailed in the Closure Responsibility Table, the Closure Checklist, the Closure Plan and the Ohio Department of Education Suspension and Closing Assurance form, unless CSS is provided with notice that the school has retained different sponsorship.
14. The Compliance Department calendars relevant follow up dates to obtain documents or fulfill requirements as dictated therein. Such critical dates are uploaded to the shared drive and are monitored by the Compliance Department and/or the relevant subject matter expert.

DOCUMENTATION / VERIFICATION

All COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS documents will be saved with a naming convention and the date in the shared drive as follows:

S:\Sponsor Contract Renewals

DOCUMENT HISTORY

Orig. Date May 2012
Rev. Date March 2017
Rev. Date September 2018
Rev. Date September 2019
Rev. Date April 2020
Rev. Date June 2022
Rev. Date October 2022



REVIEW AND APPROVAL

Reviewers of the COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS are as follows:

Reviewed By: Management Team

Date: 10/12/2022

Approved By: President David L. Cash, Jr.

Date: 10/12/2022

With final approval as of the date that the President signs the COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS document. At that point, the COMMUNITY SCHOOL TERMINATION & NON-RENEWAL PROCESS may be implemented.

SITE REPORTS AND ANNUAL REPORTS FROM SPONSORED ONLINE SCHOOLS



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions/comments/concerns.

Name of School	AchievePoint Career Academy
Date of Site Visit:	2/24/2022
Sponsor Representative Conducting Visit:	Buddy Harris (Lead) and Dee Morgan
Purpose:	The Onsite Assistance Review is intended to be a discussion with the school leader(s) and Community School Leadership Team about how curriculum, instruction, assessments, and the school's improvement plan are being implemented. Observation of implementation occurs through classroom visits. School Improvement Coordinators offer recommendations and/or technical assistance based on this site visit.
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, curriculum maps & pacing guides, technology integrations, school's compliance with all applicable laws, rules contractual obligations and academic performance measures.
Summary of Findings:	AchievePoint currently serves 176 students in-person (85% are enrolled for in-person learning, while 15% are virtual, per contract). The site was spacious and welcoming, and most classrooms had a student-teacher ratio under 1 to 5. The principal explained that daily attendance rates were around 40% with students opting for a M-W or T-Th with an optional Friday schedule. There was evidence of Graduation Alliance's proprietary curriculum in use as a computer-assisted instructional model, defined as competency-based by school leaders. Various computer-assisted programs such as ALEKS and Achieve 3000 were available as additional learning supports. Instructional strategies were primarily computer-assisted, with some individualized and small group instruction. Chromebooks were in the hands of all students, with a building ratio of one-to-one and hot spots provided, as needed, to virtual learners.

Area of Strength:	<p>1) Student access to technology and learning programs that support differentiation.</p> <p>2) Certificated teachers in all classrooms, virtual and in-person.</p> <p>3) Attendance protocol followed description outlined in CSS contract.</p> <p>4) Climate and culture in the building was appropriate to young adults, welcoming, and personalized to student needs.</p> <p>5) Educators were focused on making connections with each learner to ensure</p>
Recommendations	<p>1) Utilize the current school improvement planning process, including root cause analysis, to focus solely on priority and urgent goals and evidence-based strategies that can be sustained with the resources available, and include key players such as teachers in the planning to foster buy-in and multiple leadership opportunities.</p> <p>2) Explore evidence-based strategies to support engagement, including enhancing career pathway enhancements that might include internships and job shadowing. Explore possible options with Kerry Jupina from CSS as needed.</p> <p>3) As the school collects more information on EOC passage rates in the 2021-2022 school year, particularly in ELA and math, examine the three-week course curriculum in terms of rigor and relevance to the standards, possible instructional gaps, and problematic areas such as extended response and higher order thinking questions/expectations.</p>
The Steps/Timeframes to Address Area of Improvement:	



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists, on behalf of St. Aloysius, completed a 2021- 2022 compliance review of your school and is pleased to provide the following summary of that review. This compliance review consisted of a virtual meeting or onsite meeting and follow-up if needed. Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions/comments/concerns.

School Name:	AchievePoint Career Academy		
Review Dates:	Online: Click or tap here to enter text.	On-site: 3/22/2022	
Sponsor Rep Conducting Review:	Kerry Jupina		
Purpose: College and Career Readiness compliance review	2021/2022 review		
Stakeholder Group Data Collected From:	<input checked="" type="checkbox"/> x School Leader	<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative
	<input type="checkbox"/> xTeacher/Staff Member	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected: Item #'s listed here correspond to the attached 2021-2022 Compliance Item Reference Document.	Item Number: 104,111,112,119,122,123,126,127,128,129,130,131,132,133,134,135,136,137,138,139,156,157,158,159,160,161,164,165,166,167,168,197,198,199,514,764,973		
NOTE: In addition to the item #s list the following items were discussed and reviewed randomly when necessary: Graduation files, CCP pathways,, graduation pathways, industry credentials, ACT/SAT testing, career advising/student success plan, graduation seals, Official transcripts and CTE curriculum.			
Summary of Findings:	All items noted above were compliant or N/A.		
NOTE: Continue to implement pathways to graduation to include Credentialing options.			
Area of Strength:	Click or tap here to enter text.		
Areas of Improvement:	Click or tap here to enter text.		
Steps/Timeframes to Address Area of Improvement:	Click or tap here to enter text.		
Recommendations:	Click or tap here to enter text.		



Special Education Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

School Name:	AchievePoint Career Academy		
Date of Site Visit:	10/15/22		
Sponsor Representative Conducting Visit:	Benjamin Danals, MEd		
Purpose:	Monitor Special Education Compliance		
Stakeholder Group Data Collected From:	<input checked="" type="checkbox"/> Principal & Superintendent	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Special Education Supervisor/Coordinator
	<input checked="" type="checkbox"/> Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected:	Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation. Staff were observed and data were collected from school employees, including the school administrator/principal, and/or other stakeholders		
Summary of Findings:	The district complies with Ohio's Special Education Operating Standards		
Area of Strength:	District continues to implement suggestions from previous site visits and seeks additional feedback to work towards best practices to support students. The district utilizes CSS as a resource regarding special education questions and resources to support its students.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of Improvement:	N/A		

Recommendations:	<p>District continue to fine tune its Multi-Tiered Systems of Support process to ensure maximum impact of efforts for most students.</p> <p>District formalize process for identifying students that may have a Section 504 qualifying condition and develop process for standardized follow-up with student and family regarding next steps.</p>
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Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists, on behalf of St. Aloysius, has recently completed a compliance review of your school and is pleased to provide the following summary and attached details of the findings of that review. This compliance review consisted of an online meeting, follow-up, and subsequent on-site record reviews. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	AchievePoint Career Academy		
Review Dates:	Online: 10/13/2021	On-site: 5/12/2022 <i>pending</i>	
Sponsor Rep Conducting Review:	Benjamin Danals, MEd		
Purpose:	Fall/Winter Compliance Review		
Stakeholder Group Data Collected From:	<input checked="" type="checkbox"/> School Leader	<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative
	<input type="checkbox"/> Teacher/Staff Member	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected: Item #'s listed here correspond to the attached 2021-2022 Fall Winter Compliance Item Reference Document.	Item Number 105, 106, 109, 113, 114, 115, 116, 117, 118, 120, 146, 147, 148, 149, 150, 186, 201, 207, 208, 209, 216, 217, 218, 219, 220, 221, 222, 301, 302, 307, 310, 316, 317, 401, 406, 414, 416, 417, 426, 427, 428, 430, 431, 433, 437, 438, 440, 442, 502, 503, 506, 507, 508, 509, 511, 517, 522, 523, 524, 525, 526, 527, 601, 604, 608, 610, 611, 612, 613, 615, 616, 617, 619, 620, 621, 622, 623, 624, 625, 626, 627, 635, 642, 652, 654, 655, 658, 661, 662, 664, 666, 667, 668, 669, 670, 671, 672, 701, 703, 704, 705, 706, 707, 708, 711, 715, 717, 751, 752, 753, 754, 755, 756, 757, 758, 759, 761, 763, 764, 765, 776, 777, 778, 779, 783, 901, 902, 903, 904, 953, 954, 957, 958, 970, 971		
NOTE: In addition to the item #s listed here the following documentation was reviewed for compliance: Community School Charter, Plan-State Mandated Testing, Lease or Verification of Facility Ownership, Certificate of Occupancy, Liability Insurance Certification, Health & Safety Inspections, Fire Inspections, Food Service License, Emergency Response Plan, School Emergency Safety Drills, LPDC, staff records.			
Summary of Findings:	All items noted above were compliant or N/A.		
NOTE: In some cases, staff and student record review may still be pending. Item #'s 658-Conflict of Interest forms and 667-Public Records/Open Meeting Training records will be collected and evaluated prior to June 30, 2022.			
Area of Strength:	Mrs. Tenbosch ensures the district maintains extremely thorough and complete documentation, effecting a smooth compliance review process. When presented with minimal items requiring follow up, the district responded timely, allowing the review process to progress efficiently.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of Improvement:	N/A		
Recommendations:	N/A		

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

School Name:	AchievePoint Career Center	Date of Visit:	2/24/2022	CSS Reviewers	Buddy Harris Dr. Dee Morgan		
Year of CSS School 6.4b Accountability Status	1	ODE Priority, Focus or Watch School?	Priority	Data/Evidence Collected From:			
				Parent		Board Member	
				Student	X	Mgmt. Co. Rep.	X
				Teacher	X	Principal	X
Overall 2020-2021 Local Report Card Grade	NR	2020-2021 High School Test Passage Rate & Component Grade	NR	4-Year Graduation Rating	NR	5-Year Graduation Rating	NR
2020-2021 Gap Closing Rating	NR	2020-2021 Progress Component Rating	NR	6-year Graduation Rating	NR	7-Year Graduation Rating	NR
The AchievePoint report card can be accessed here: https://reportcard.education.ohio.gov/dorp/017275						Combined Graduation Rating	NR

 Charter Section: 6.3 Continuous Improvement and Growth			
School Improvement Plan			
Element	QUESTIONS	EVIDENCE	FEEDBACK
Monitoring and Tracking of OIP by identified Roles/Teams (i.e., Community School Leadership Team (CSLT), Teacher Based Teams (TBT))	<ul style="list-style-type: none"> Is this the plan that you are currently implementing? What are your current goals? What action steps are yielding the most improvement this year? Or, what data do you plan to collect and analyze to determine the effectiveness of your action steps? 	<p>Goals stated in school improvement plan:</p> <ul style="list-style-type: none"> Average Star growth index will meet or exceed .8 grade level increase by 6/24/22. Average Star growth index for reading and language usage will meet or exceed and increase of .8 grade level increase by 6/24/22. Increase student career readiness as measured by completion of individual student career readiness plans by 6/24/22. <p>School uses STAR and ALEKS results to track progress.</p>	<p>AchievePoint submitted a One Plan as part of Cohort 1. The One Plan is the tool ODE uses for school improvement planning, and while it is not unusual for some schools to have additional school improvement goals that are not included in the One Plan, the One Plan Needs Assessment process does include a process for root cause analysis. We would recommend revisiting the One Plan that was submitted to ODE and utilizing the root cause analysis process to develop a singular plan that drives your improvement efforts.</p>


CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

Communication of OIP Progress to Key Stakeholders	<ul style="list-style-type: none"> How is your OIP progress communicated to your school board? To students and families? The larger communities? 	AchievePoint shares progress toward goals with the governing board 6 times per year. Teachers review progress with students individually each month, and school leaders share updates with parents three times per year during family engagement meetings.	Consider implementing the 5-Step process in reviewing the effectiveness of action steps. CSS can support training in this process, if desired.
Gap Closing	<ul style="list-style-type: none"> Has your school conducted a root cause analysis using data from the previous school year? What did it uncover? How has your root cause analysis impacted your school practices? 	The school leadership provided a document that outlined possible student issues related to gaps in literacy and math. For example, "students lack exposure to academic vocabulary." A math gap was identified as "attendance." In discussion with leadership, the school has added computer assisted support tools such as ALEKS and Achieve 3000 to address these student challenges. Student progress in these programs is monitored and evaluated through reports generated from the tools.	School looks both at efficacy of use and student achievement and growth. We suggest tracking and identifying these in the school improvement plan.
Teacher/Principal Evaluation and Resident Educator Program			
Element	QUESTIONS	EVIDENCE	FEEDBACK
OTES (Or other teacher evaluation process)	<ul style="list-style-type: none"> How are teachers evaluated? Who evaluates teachers? Is the evaluator credentialed? What are the timelines involved with the evaluation? 	<p>Teachers are reviewed annually by an OTES credentialed principal. The evaluation includes two personal growth goals, and two formal observations including pre- and post-observation conferences. The annual evaluation is delivered by May 1st each year.</p> <p>According to school administrators, teachers complete a self-assessment and goals aligned to the SIP and their interests in professional growth.</p>	<p>Because of AchievePoint's open concept floor plan, administrators have a clear view of all learning activities happening in the building in each of the classroom areas. They are also able to monitor student engagement as they learn individually in the online platform.</p> <p>Based on the feedback from administration, the process for OTES 2.0 might need to be refreshed to ensure all new components are included and the focus areas for</p>

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC


			improvement align to the school improvement plan adult indicators. A link to follow is: https://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/OTES-2-0
OPES (Or other principal evaluation process)	<ul style="list-style-type: none"> How is the principal(s) evaluated? Who evaluates the principal(s)? Is the evaluator credentialed? 	School uses the OPES rubric. The Director evaluates the principal. Similar to the process for teachers, the principal evaluation has two personal growth goals, and two formal observations including pre- and post- observation conferences. The Annual evaluation delivered by May 1st each year. According to school leaders, the principal's goals are aligned to the SIP. The school principal emphasized an interest in increasing parental engagement and involvement. This might be a goal to align with measures of improvement and action steps in the SIP.	Although the Ohio General Assembly has granted schools flexibility around educator evaluations for 2021-2022, training and review of the OPES 2.0 Framework would be important to consider in the coming months.
Resident Educator Program	<ul style="list-style-type: none"> Does the school have any resident educators? How many? Are there Resident Educator Mentors on site? If so, how many? 	The school has two resident educators. There is one mentor on site. The ratio of resident educators to mentors is 2:1. They meet quarterly, and according to school leaders, the ODE requirements are being followed.	

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

 Charter Section: 6.3 Curriculum			
Element	QUESTIONS	EVIDENCE	FEEDBACK
Curriculum	<ul style="list-style-type: none"> What curriculum are you using? How are you measuring student growth? 	As stated in the contract, the school uses the Graduation Alliance proprietary curriculum.	As the school collects more information on EOC passage rates in the 2021-2022 school year, particularly in ELA and math, CSS suggests school leaders examine the three-week course curriculum in terms of rigor and relevance to the standards, possible instructional gaps, and problematic areas such as extended response and higher order thinking questions/expectations. While item analysis is conducted for each Graduation Alliance proprietary course in terms of student passage rates, align the analysis in a broader way to EOC question reviews and gaps using more formalized gap analysis tools as you outlined in the CSS contract.
Granting Credits & Advancing Grade Levels	<ul style="list-style-type: none"> How are you granting credits? (for High Schools and DOPRs) How are you advancing grade levels? 	Students are granted credits each semester and advance grade levels for every 5 credits earned.	
Social-Emotional Learning	<ul style="list-style-type: none"> How are you determining and addressing the social-emotional needs of your students? 	Student success at AchievePoint, just as in other dropout recovery schools, is determined by the depth of relationships maintained between the teachers, school leaders, and student. Therefore, social-emotional learning is at the heart of everything the school does to ensure success. The school has a pre and post assessment in September and May that assesses various risk factors, as a way to measure whether there has been SEL growth in critical areas throughout the year.	CSS can offer suggestions regarding SEL programs and curriculums that might support the needs of adult learners, particularly those in DOPR centers.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

		<p>The school also uses a program called ScholarCentric that focuses on resiliency. The program focuses on valuing education, academic confidence, health and well-being, stress management, connectedness, and intrinsic motivation. They also contract with a consultant called Total Educational Solutions.</p> <p>Teachers contact a minimum of 5 students per week and their families to provide applause for quality work, attendance, etc. Personal contacts and relationship building is a hallmark of the school.</p>	
Student Success Plans	<ul style="list-style-type: none"> How are you ensuring that all students have a student success plan? 	Each student has an Individual Success Plan that is updated monthly. The success plan is reflected in a dashboard that allows teachers and students to track the student's progress.	
Career Pathways Available to Students	<ul style="list-style-type: none"> What career pathways/CTE opportunities is your school providing students? 	<p>The school indicated it offers the following career pathways"</p> <p>Business and Administrative Services, Early Childhood Education, Interactive Media, and Information Support and Services.</p>	<p>Would suggest continuing to build business partnerships that could serve as placements for workplace opportunities for students interested in careers and/opportunities other than graduation.</p> <p>Additionally, evaluate pathways in terms of participation, passage rates, student interest, student engagement, and connection to workforce needs.</p>

 Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials			
Element	QUESTIONS	EVIDENCE	FEEDBACK

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC


Instructional Delivery Methods	<ul style="list-style-type: none"> • What are the instructional delivery methods currently being used at your school? • How is the school leadership monitoring those delivery methods? • What kind of professional development is being offered to teachers to ensure that they are providing the best instruction that they can? • Are your strategies, effectively supported by the data? If so, please provide evidence. 	<p>As observed during the walkthrough of the space and according to school leaders, AchievePoint offers online asynchronous credit bearing courses. Additionally, the classroom teachers at the site are there to work one-on-one or in small groups with students to supplement their online instruction.</p> <p>Per contract, the school provides 85% in building instruction and 15% remote/online exclusively.</p> <p>Professional development includes 1:1 coaching with teachers based on the weekly metrics for student performance and quarterly evaluation.</p>	<p>AchievePoint is utilizing positive strategies such as student involvement in their own progress to keep students engaged. CSS encourages the school to continue to seek innovative strategies, possibly aligned to workforce, to ensure engagement and academic persistence.</p> <p>As suggested previously, community involvement in internships (paid and unpaid) might be an avenue to pursue. Ms. Jupina from CSS may have other ideas to offer.</p>
Resources and Materials	<ul style="list-style-type: none"> • What resources and materials are available for students and teachers? • Who contributes to the selection of resources? • Have you conducted a gap analysis to determine the alignment between your online curriculum and the Ohio Learning Standards? 	<p>Graduation Alliance Teachers provide input into resources to support student learning.</p> <p>School leaders conduct Item analyses on each course to determine where there is a need to improve resources, understanding, and clarity of assessment directions and understanding of content. They shared two documents illustrating the way responses are tracked.</p>	

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

Technology	<ul style="list-style-type: none"> ● In what ways have you ensured that students have consistent access to the required resources for learning? ● How does your curriculum incorporate technology to enhance student problem-solving and critical thinking? ● Is the effectiveness of your technology program (s) supported by data? 	<p>The school has 1:1 connectivity with an online curriculum that is accessible to students at all times. According to school leaders, all students are enrolled in “Digital Literacy Integration” to ensure students are able to adequately use the technology for learning.</p>	<p>Although the instruction is completely online, it is apparent that many students enjoy coming to the space to meet with teachers or be around other students. During the walk through, there were some students working independently, while others were working in small groups or with a teacher.</p>
Teaching Aids	<ul style="list-style-type: none"> ● Do teachers have consistent access to teaching aids (including audio visual, whiteboards, computer assisted instructional software, apps and hardware)? 	<p>Teachers had access to the following technology supports as outlined in the CSS contract: computer assist learning platforms, Chromebook, Whiteboards, and projectors. Although textbook resources and materials were outlined in the CSS contract, they were not prevalent.</p>	
Attendance & Engagement	<ul style="list-style-type: none"> ● How is student attendance tracked? ● How are chronic absenteeism concerns being addressed? ● What is being done to engage parents and families in their students learning? ● What is your school doing to re-engage students following the 2020-21 school year impacted by the COVID-19 pandemic? 	<p>AchievePoint uses a palm scan system when students arrive, along with a manual attendance tracker in their online portal that is verified and approved by teachers. This is outlined in the CSS contract and in place.</p> <p>At the time of the visit, the school reported an attendance rate for the 85% attending in-person learning as hovering near 40%.</p> <p>According to school leaders, attendance is challenging. Student with attendance problems have attendance improvement plans and have intervention meetings.</p> <p>According to school leaders, AchievePoint also hosts engagement events for families –</p>	


CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

		<p>a big area of emphasis for the principal, the school has a parent portal for online engagement and the school frequently reaches out by phone and email.</p> <p>Not been a significant issue because the students faced significant challenges that predated the pandemic. While some problems might have been exacerbated by the pandemic, the strategies for engaging and supporting students remains the same.</p>	
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 Charter Section: 6.3 Prevention and Intervention			
Element	QUESTIONS	EVIDENCE	FEEDBACK
Processes to Identify Students for Interventions	<ul style="list-style-type: none"> What process is used to identify students who are at-risk in reading and math? What process is used to identify students who are at-risk for social-emotional issues? 	<p>AchievePoint does a thorough in-take process and creates a student success plan with each student that involves credit evaluation and pathways for academic and career outcomes. The school also uses STAR assessment data along with ALEKS and Achieve 3000 to identify student learning needs. ScholarCentric surveys are conducted to determine SEL needs.</p>	

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

Implementation of Tiered System of Supports for Intervention	<ul style="list-style-type: none"> • What are the timelines? Is the school following the timelines established? • What are the interventions in place? • What evidence does the school have to show that interventions are working or not working? 	<p>STAR data was identified as the primary source for determining impact of interventions. Additionally data reports are extracted from both computer assist programs, including Achieve 3000 and ALEKS.</p>	<p>Consider the need to memorialize and track the impact and fidelity of leveled interventions that are evidence-based, beyond Achieve 3000 and ALEKS.</p>
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 Charter Section: 6.5 Assessment Plan		
Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	X	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	X	
Comments:		

Follow-up Activities Notes

Team Lead: Buddy Harris

Date and names OAR report sent to School Leader (and Management Company, if applicable): Courtney Tenbosch and Deborah Obrien were sent draft on 3/18. Additional information was provided, and a draft was sent on 4/18/2022.

AchievePoint Career Academy - Cincinnati

Contract Term: 6/30/2018 - 6/30/2025

Annual Report of the Academic, Financial and Organizational/Operational Performance

This report provides the results of the community school's performance against the Performance Framework attached to the charter contract. The information in the report shows multiple years of data and provides the schools with annually updated information against renewal qualifications so a school can see how they would score if up for renewal.

Each School is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal threshold that all schools must meet regardless of the type of school or maturity level.

- ☒ Your school meets the academic achievement targets as outlined in its community school contract above and is eligible to be considered for renewal.
- ☐ Your school does not meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.

Once the school is eligible for renewal, it will undergo the charter renewal process, as outlined in the sponsor evaluation, which consists of two parts: the High Stakes Review and the Renewal Application. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between the Renewal Application and the High Stakes Review. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

COMPARISON SCHOOL REPORT CARD DATA

<u>Comparison Schools Academic Performance: 2021-2022 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
AchievePoint Career Academy - Cincinnati	Meets Standards	Meets Standards	Does Not Meet Standards	Exceeds Standards	Exceeds Standards
Cliff Park High School	Meets Standards	Meets Standards	Exceeds Standards	Meets Standards	Does Not Meet Standards
Dayton Business Technology High School	Meets Standards	Exceeds Standards	Does Not Meet Standards	Meets Standards	Meets Standards
Dohn Community School	Meets Standards	Exceeds Standards	Does Not Meet Standards	Does Not Meet Standards	Exceeds Standards
Gem City Career Prep High School	Meets Standards	Meets Standards	Does Not Meet Standards	Exceeds Standards	Does Not Meet Standards
Queen City Career Prep High School	Meets Standards	Meets Standards	Does Not Meet Standards	Meets Standards	Exceeds Standards

These comparison schools are also used in the academic performance calculation found later in this report.

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Data, and Financial Data tables used for this Annual Report letter are used for the High Stakes Review and align to the indicators specified in the Performance Framework. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past four years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card or not calculated.
- TBD - To Be Determined. (Additional information is needed).

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: Overall Grade, Achievement (formerly High School Test Passage Rate), Progress, Gap Closing, Combined Graduation Rate, and Four, Five, Six, Seven, and Eight-Year Graduation Rates. Schools are also rated on Identified Paths for Future Success which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2021-2022, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#).

The Academic Performance Data chart includes indicator scores included on the report card. Schools are evaluated for Achievement, formerly the high school test passage rate, which measures the percentage of students meeting applicable criteria on tests for graduation. Progress refers to the progress component score showing the growth all students are making based on their past performance. Gap Closing is how well a school is meeting the performance expectations for subgroups in English Language Arts, Math, Graduation and English Language proficiency. Graduation Rate scores look at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. Schools receive a score for inspiring students to paths of future success through work-based learning experiences; career-technical education and/or military readiness. Schools offering multiple paths of future success will be rated higher than schools offering limited or no pathways.

Additional Points

Additional points are provided in the academic section as a way to reward schools for achieving certain metrics. One additional point is given for each of the indicators measured that improve at least one grade level from the previous year. One additional point is also given for each subgroup that improves its attendance by two (2) percentage points. The school may earn another additional point if it increases the number of schools it outperforms in either of the Overall Local Report Card Grades. Because of the COVID-19 pandemic, additional points were not calculated for 2019 - 2020 and 2020-2021.

Academic Performance Data

Performance Area	Scores (Points)					
	2018-2019	2019-2020	2020-2021	2021-2022	Average Total Points	Total Points Available
Overall Grade (Weighted)	Does Not Meet Standards (0)	NR	NR	Meets Standards (6)	3	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	0	NR	NR	12	6	4
Achievement (formerly Test Passage Rate)	NR	NR	NR	Does Not Meet Standards (0)	0	4
Progress	Does Not Meet Standards (0)	NR	NR	Exceeds Standards (4)	2	4
Gap Closing	NR	NR	NR	Exceeds Standards (4)	4	4
Graduation Rate - 4 Year (Weighted)	NR	NR	NR	Meets Standards (6)	6	4
Graduation Rate - 5 Year	NR	NR	NR	Meets Standards (3)	3	4
Graduation Rate - 6 Year	NR	NR	NR	Meets Standards (3)	3	4
Graduation Rate - 7 Year	NR	NR	NR	Meets Standards (3)	3	4
Graduation Rate - 8 Year	NR	NR	NR	Meets Standards (3)	3	4
Combined Graduation Rate	NR	NR	NR	Meets Standards (3)	3	4
Identified Paths to Future Success	NR	NR	NR	3	3	4
Additional Factor: Growth by Indicator	NR	NR	NR	NR	NR	---
Additional Factor: Improved Subgroup Performance	NR	NR	NR	TBD	TBD	---
Additional Factor: Improved Performance over Comparison Schools	NR	NR	NR	NR	---	---

Total Points	39/48
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and operational performance of the school shows how well the governing authority and school adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the Board Meeting section.

Additional Points

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the school meets any mission specific goal for any subgroup as provided in the school improvement plan. Each year the schools submit a school improvement plan to the Sponsor. The school and governing authority will provide evidence starting in 2021-2022 that these mission specific goals were met for subgroups.

Organizational and Operational Data

Performance Area	Scores (Points)					
Current Contract Term: 6/30/2018 - 6/30/2025	2018-2019	2019-2020	2020-2021	2021-2022	Average Total Points	Total Points Available
Timely submission of required documentation.	2	NR	2	2	2	2
Compliance Onsite Visits including Spring Survey	2	NR	2	2	2	2
Corrective Action Plans	2	NR	2	2	2	2
Probation	2	NR	2	2	2	2
Board Meetings	2	NR	2	2	2	2
Additional Factor: Academic Coach	NR	NR	NR	NR	---	---
Additional Factor: Mission-Specific Goal/Accomplishment	NR	NR	NR	1	1	---

Total Points	11/10
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FINANCIAL PERFORMANCE

The school's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts and annual audits. These items provide the information needed to determine if the school receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the school can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the Current Ratio section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the school must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	6/30/2019	6/30/2020	6/30/2021	6/30/2022	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75 (Weighted)	4	NR	4	4	4	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	2	NR	2	2	2	2
Current Ratio	1	NR	2	2	1.7	2
Days of Operating Cash on Hand	NR	NR	NR	2	2	2
Five Year Forecast	2	NR	2	2	2	2
Audit Reports, Findings for Recovery (FFR)	2	NR	2	2	2	2
Additional Factor: EMO/CMO Start-Up Support	1	1	1	1	1	---

Total Points	14.7/12
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TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
	39/48	11/10	14.7/12

Overall Percentage	Score (Points)	Renewal Year
	64.7/70 = 92.4%	2024-2025

Areas of Strength and Improvement

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school may be eligible for renewal in future years.

Areas of Strength

Academic

- The climate and culture in the building is very welcoming and personalized to student needs.

Organizational and Operational

- Mrs. Tenbosch ensures the district maintains extremely thorough and complete documentation, effecting a smooth compliance review process. When presented with minimal items requiring follow up, the district responded timely, allowing the review process to progress efficiently.

Financial

- The school had a steady increase in enrollment for FY22 and numerous indicators of strong financial health.

Areas of Improvement

Academic

- Utilize the current school improvement planning process, including root cause analysis, to focus solely on priority and urgent goals and evidence-based strategies that can be sustained at the school.

Organizational and Operational

- No improvements were recommended.

Financial

- No improvements were recommended.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner, Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

As the largest sponsor in Ohio, currently sponsoring 77 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
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Summary

The Governing Authority and School's performance on the performance framework measures throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. The School will be asked to complete a Renewal Application during this time. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

For the 2021-2022 school year, the school scored a total of 92.4%, which was comprised of a score of greater than 100% on the organizational/operational data and financial data combined and a score of 81% on the academic section. To ensure eligibility for renewal in the final year of the charter, the school should maintain the overall score of at least 75%.



Special Education Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

School Name:	Fairborn Digital Academy		
Date of Site Visit:	12/14/22		
Sponsor Representative Conducting Visit:	Benjamin Danals, MEd		
Purpose:	Monitor Special Education Compliance		
Stakeholder Group Data Collected From:	<input checked="" type="checkbox"/> Principal, Executive Director	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Special Education Supervisor/Coordinator
	<input type="checkbox"/> Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected:	Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation. Staff were observed and data were collected from school employees, including the school administrator/principal, and/or other stakeholders		
Summary of Findings:	The district does comply with Ohio's Special Education Operating Standards		
Area of Strength:	District team was engaged during the visit, asking detailed questions regarding specific situations. District was receptive to sponsor feedback regarding its practices. Ms. Biggers utilizes CSS as a special education resource, seeking information between site visits.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of Improvement:	N/A		

Recommendations:	<p>District formalize process for identifying students that may have a Section 504 qualifying condition and develop process for standardized follow-up with student and family regarding next steps.</p> <p>District fully develop process to demonstrate its work with families with a home language other than English to ensure meaningful participation in students' education and ability to provide informed consent when required for a student with a disability.</p>
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Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions/comments/concerns.


Name of School	Fairborn Digital Academy
Date of Site Visit:	11/16/21
Sponsor Representative Conducting Visit:	Andrea Dobbins & Rochelle Nelson
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observation, teacher/school leader interviews, student interviews, student work samples, lesson plans, curriculum maps and pacing guides where applicable, evidence of resources, school improvement plan progress, technology integration, school's compliance with all applicable laws, rules, contractual obligation, and academic performance measures.
Summary of Findings:	Fairborn Digital has a very large and welcoming facility. Students have the opportunity to attend in the facility for tutoring and additional support. Teachers are onsite to meet with students face to face or online. There is an onsite guidance counselor to work with students & teachers and wrap around services are provided when necessary. Fairborn is still working to rebound from the uncertainty of Covid to best service students by collecting solid baseline student data. Leadership teams are being developed to analyze student data to form instructional decisions. Student relationships are a priority at the school and staff retention has remained high.

Area of Strength:	Fairborn Digital is a part of the Ohio School Wellness Initiative pilot. The guidance counselor participates in training and provides wrap-around services to address all student needs. The school also has a strong absence intervention team and policy in place to comply with HB 410 attendance and truancy requirements.
Areas of Recommendation:	It is suggested that the staff continue to develop their building leadership teams and begin to analyze student data in order to make instructional decisions by consistently implementing the Ohio 5 step process. The analysis of this data can lead to increased effectiveness of the adult implementation strategies that support root cause analysis, Response to Intervention, and Gap analysis of curriculum. CSS staff is willing to work with school leadership and teaching staff to support this implementation.
The Steps/Timeframes to Address Area of Improvement:	It is recommended that building leadership reach out to CSS staff for assistance in finding professional development in the areas of the Ohio 5-step process, GAP analysis, and Response to Intervention in the spring/summer of 2022 to prepare for the upcoming school year.

2021/22 Charter School Specialists/St. Aloysius Site Visit Report

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

School Name:	Fairborn Digital	Date of Visit:	11/16/21	CSS Reviewers	Andrea Dobbins & Rochelle Nelson		
Year of CSS School 6.4b Accountability Status	N/A	ODE Priority, Focus or Watch School?	Federal: Priority State: Equity	Data/Evidence Collected From:			
				Parent		Board Member	
				Student		Mgmt. Co. Rep.	
				Teacher		Principal	x
Overall 2019-2020 Local Report Card Grade	NR	2019-2020 High School Test Passage Rate & Component Grade	NR	4-Year Graduation Rating	NR	5-Year Graduation Rating	NR
2019-2020 Gap Closing Rating	NR	2019-2020 Progress Component Rating	NR	6-year Graduation Rating	NR	7-Year Graduation Rating	NR
						Combined Graduation Rating	NR

 Charter Section: 6.3 Continuous Improvement and Growth			
School Improvement Plan			
Element	QUESTIONS	EVIDENCE	FEEDBACK
Monitoring and Tracking of OIP by identified Roles/Teams (i.e., Community School Leadership Team (CSLT), Teacher Based Teams (TBT))	<ul style="list-style-type: none"> Is this the plan that you are currently implementing? What are your current goals? What action steps are yielding the most improvement this year? Or, what data do you plan to collect and analyze 	<p>Fairborn Digital is implementing the plan submitted to CSS. They are in the beginning stages of implementation. They are working to develop their leadership teams.</p> <p>Building writing skills in an area of priority.</p> <p>They are utilizing A+ software as a math assessment with prescriptive lessons. This is also incorporated into the RTI process.</p>	<p>CSS staff members are willing to work with building leadership to develop leadership teams and the implementation of OIP in an online environment.</p>

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC


	to determine the effectiveness of your action steps?		
Communication of OIP Progress to Key Stakeholders	<ul style="list-style-type: none"> How is your OIP progress communicated to your school board? To students and families? The larger communities? 	<p>Student progress is communicated regularly during school board meetings. Communication is expected with parent/guardians weekly. Teachers/coaches regularly hold conferences regarding student progress. Progress reports are sent quarterly.</p> <p>The school is still having difficulties with STAR assessment and data. They are communicating with ODE to resolve the problem.</p> <p>School leaders feel that they are over assessing students. It is difficult to obtain a high level of buy-in from students regarding STAR testing. This can negatively impact the LRC.</p>	It is suggested that the school explore a variety of communication and engagement strategies to encourage student participation and efforts in diagnostic testing. Incentive based engagement programs have proven effective in other e-school settings.
Gap Closing	<ul style="list-style-type: none"> Has your school conducted a root cause analysis using data from the previous school year? What did it uncover? How has your root cause analysis impacted your school practices? What strategies are in place to address identified learning gaps? 	<p>Fairborn has conducted a Root Cause analysis. They are continuing to work with SST 10 to find baseline data and developing teams to improve. The school leadership expressed that it is difficult given the students are online and the population is so fluid.</p> <p>The school has expressed that they are doing IEP training and writing better IEPs and ETRs. Math is an area as a whole that they would like support.</p>	
Teacher/Principal Evaluation and Resident Educator Program			
Element	QUESTIONS	EVIDENCE	FEEDBACK

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

OTES (Or other teacher evaluation process)	<ul style="list-style-type: none"> • How are teachers evaluated? • Who evaluates teachers? Is the evaluator credentialed? • What are the timelines involved with the evaluation? • Are there goals established for the teachers? 	<p>The teachers are evaluated following OTES. The principal evaluates. She is credentialed in OTES and OTES 2.0.</p> <p>The principal has met with teachers and developed improvement plans along with setting goals for staff.</p>	
OPES (Or other principal evaluation process)	<ul style="list-style-type: none"> • How is the principal(s) evaluated? • Who evaluates the principal(s)? Is the evaluator credentialed? • What are the timelines involved with the evaluation? • Are there goals established for the principal(s)? 	<p>The principal is evaluated by the superintendent. They follow OPES. Goals for the principal are established and communicated regularly.</p>	
Resident Educator Program	<ul style="list-style-type: none"> • Does the school have any resident educators? How many? • Are there Resident Educator Mentors on site? If so, how many? 	<p>They have 3 teachers in the 3rd year of the resident educator program and 2 mentors. They meet informally as needed. Peer to Peer mentoring is also available.</p> <p>Staff retention is fairly high at Fairborn.</p>	

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

	<ul style="list-style-type: none"> What is the ratio of resident educators to mentors? How often do they meet? 		
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 Charter Section: 6.3 Curriculum			
Element	QUESTIONS	EVIDENCE	FEEDBACK
Curriculum	<ul style="list-style-type: none"> What curriculum are you using? How are you measuring student growth? 	<p>All curriculum is computer based. They use a combination of edgenuity, grad point, assessments in A+, as well as self created elective courses. Students receive courses in all platforms/software systems based on what is best for them. Scheduling takes an individualized approach to best meet student needs. Curriculum is aligned to Ohio Learning Standards.</p> <p>They haven't been able to find a good single source sign-on system.</p>	CSS will continue to investigate and share single sign-on sources with the school.
Granting Credits & Advancing Grade Levels	<ul style="list-style-type: none"> How are you granting credits? (for High Schools and DOPRs) How are you advancing grade levels? 	<p>Credits are awarded based on successful completion of the course. All courses are mastery based.</p> <p>Grade levels are advanced upon successfully earning enough credits for promotion.</p>	
Social-Emotional Learning	<ul style="list-style-type: none"> How are you determining and addressing the social-emotional needs of your students? 	<p>Students form close relationships with teachers and academic coaches. All teachers/coaches have a small 25/1 student/teacher ratio. If it is determined that students need additional support they are referred to a guidance counselor.</p>	

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

		<p>Fairborn is part of the Ohio School Wellness Initiative pilot out of Miami University. The guidance counselor participates in training. They provide wrap around services to address all student needs. The focus is to continue to build rapport.</p> <p>The counselor has also identified and incorporated some SEL courses from edgenuity to utilize in case by case situations.</p>	
Student Success Plans	<ul style="list-style-type: none"> How are you ensuring that all students have a student success plan? 	<p>Fairborn utilizes Steps to Success which is a yearlong breakdown of lessons, courses, etc. They use this to help students monitor their graduation path. They also monitor attendance plans as well with this program. The plans are communicated with students and parents on a regular basis.</p>	
Career Pathways Available to Students	<ul style="list-style-type: none"> What career pathways/CTE opportunities is your school providing students? 	<p>The building leader stated that they cannot do CTE as they are not authorized to do so. They do work with the local career center for students who qualify. They have several students participating in college credit plus programs. They work with Green County in Ohio Means Jobs and are working on establishing a partnership. They are also working on creating a course to allow students to take a career assessment to help students plan for their futures.</p>	<p>It is suggested that building leadership work with Kerry Jupina during the College and Career visit to seek support in further developing college and career opportunities for students.</p>



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

Element	QUESTIONS	EVIDENCE	FEEDBACK
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CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC


Instructional Delivery Methods	<ul style="list-style-type: none"> • What are the instructional delivery methods currently being used at your school? • How is the school leadership monitoring those delivery methods? • What kind of professional development is being offered to teachers to ensure that they are providing the best instruction that they can? • Are your strategies, effectively supported by the data? If so, please provide evidence. 	<p>Instructional delivery is primarily computer based. The school employees instructional coaches to work directly with students. They are the primary contact for students at the school. When they determine further assistance is needed in a specific subject area or situation they call in further support. The coaches also provide direct instruction when necessary. The coaches also remediate instruction when necessary. Occasionally whole group instruction occurs. More interest based electives are continuing to be developed. Gardening, cooking, budgeting are all examples of electives that students can participate in both online or face to face in the tutoring facility.</p> <p>They do not track offline hours for FTE purposes.</p>	<p>It is recommended that building leadership investigate ways to track additional offline hours. This could benefit the students in furthering engagement opportunities and could also benefit the school with increased funding.</p>
Resources and Materials	<ul style="list-style-type: none"> • What resources and materials are available for students and teachers? • Who contributes to the selection of resources? • Have you conducted a gap analysis to determine the alignment between your online curriculum and the Ohio Learning Standards? 	<p>Each student receives a chromebook and a Verizon internet stick.</p> <p>All resources and materials are embedded within the online system. They do provide paper/pens/notebooks, etc. for any student that enters the building for tutoring or support.</p> <p>They originally completed a gap analysis but have not reviewed it in some time.</p>	<p>It is recommended that the school team complete a gap analysis of all curriculum and resources once a solid building team has been established.</p>

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

	<ul style="list-style-type: none"> Are your strategies, effectively supported by the data? If so, please provide evidence. 		
Technology	<ul style="list-style-type: none"> In what ways have you ensured that students have consistent access to the required resources for learning? How does your curriculum incorporate technology to enhance student problem-solving and critical thinking? Is the effectiveness of your technology program (s) supported by data? 	All technology and resources are embedded within the learning platform.	
Teaching Aids	<ul style="list-style-type: none"> Do teachers have consistent access to teaching aids (including audio visual, whiteboards, computer assisted instructional software, apps and hardware)? 	All technology and resources are embedded within the learning platform.	
Attendance & Engagement	<ul style="list-style-type: none"> How is student attendance tracked? How are chronic absenteeism concerns being addressed? What is being done to engage parents and families in their students' learning? 	<p>Student attendance is tracked by log in/duration time in the curriculum. Sign in sheets are utilized for students attending in the building.</p> <p>The school follows HB 410. A color coded tracking system has been developed to determine when students are approaching an attendance threshold.</p>	


CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

	<ul style="list-style-type: none"> What is your school doing to re-engage students following the 2020-21 school year impacted by the COVID-19 pandemic? 	They have a very detailed HB 410 plan and are very proud of it. Meetings and plans as well as attendance interventions are in place for students.	
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 Charter Section: 6.3 Prevention and Intervention			
Element	QUESTIONS	EVIDENCE	FEEDBACK
Processes to Identify Students for Interventions	<ul style="list-style-type: none"> What process is used to identify students who are at-risk in reading and math? What process is used to identify students who are at-risk for social-emotional issues? 	<p>The RTI process is followed. It is informal and anecdotal. If a student is struggling in an area they can be assigned to an assessment course that provides lots of data. Ben Danals at CSS has offered support to help improve the RTI process.</p> <p>There are four professional development days built into the school year. Writing is an area that they wish to target this year.</p>	It is recommended that building leadership reach out to CSS staff members for support in building and improving the RTI process in place within the school.
Implementation of Tiered System of Supports for Intervention	<ul style="list-style-type: none"> What are the timelines? Is the school following the timelines established? What are the interventions in place? What evidence does the school have to show that interventions are working or not working? 	According to the building leaders, everyone receives tier 1, 2, and 3 levels of intervention. If students are struggling they move to tier 2 by pulling them aside and working more one on one with a coach. Students can be moved into assessment based courses for tier 3 interventions to provide further data and support.	

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

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 Charter Section: 6.5 Assessment Plan		
Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	x	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	x	
Comments:		

Follow-up Activities Notes

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable): 12/20/21 Sent to Erik Tritsch and Jessica Biggers

Date and names phone or in person conference with School Leader (and Management Company, if applicable): 12/20/21 Erik Tritsch approved.

Conference notes:

Date OAR report sent Office Coordinator for distribution to BOD: 12/21/21



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists, on behalf of St. Aloysius, completed a 2021- 2022 compliance review of your school and is pleased to provide the following summary of that review. This compliance review consisted of a virtual meeting or onsite meeting and follow-up if needed. Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions/comments/concerns.

School Name:	Fairborn Digital Academy		
Review Dates:	Online: 3/16/2022	On-site: Click or tap here to enter text.	
Sponsor Rep Conducting Review:	Kerry Jupina		
Purpose: College and Career Readiness compliance review	2021/2022 review		
Stakeholder Group Data Collected From:	<input checked="" type="checkbox"/> School Leader	<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative
	<input type="checkbox"/> teacher/Staff Member	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected: Item #'s listed here correspond to the attached 2021-2022 Compliance Item Reference Document.	Item Number: 104,111,112,119,122,123,126,127,128,129,130,131,132,133,134,135,136,137,138,139,156,157,158,159,160,161,164,165,166,167,168,197,198,199,514,764,973		
NOTE: In addition to the item #s list the following items were discussed and reviewed randomly when necessary: Graduation files, CCP pathways,, graduation pathways, industry credentials, ACT/SAT testing, career advising/student success plan, graduation seals, Official transcripts and CTE curriculum.			
Summary of Findings:	All items noted above were compliant or N/A.		
NOTE: Continue to implement pathways to graduation to include Credentialing options.			
Area of Strength:	Click or tap here to enter text.		
Areas of Improvement:	Click or tap here to enter text.		
Steps/Timeframes to Address Area of Improvement:	Click or tap here to enter text.		
Recommendations:	Click or tap here to enter text.		



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists, on behalf of St. Aloysius, has recently completed a compliance review of your school and is pleased to provide the following summary and attached details of the findings of that review. This compliance review consisted of an online meeting, follow-up, and subsequent on-site record reviews. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	Fairborn Digital Academy		
Review Dates:	On-Site: 9/22/2021	On-site: 2/16/22	
Sponsor Rep Conducting Review:	Benjamin Danals, MEd		
Purpose:	Fall/Winter Compliance Review		
Stakeholder Group Data Collected From:	<input checked="" type="checkbox"/> School Leader	<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative
	<input type="checkbox"/> Teacher/Staff Member	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected: Item #'s listed here correspond to the attached 2021-2022 Fall Winter Compliance Item Reference Document.	Item Number 105, 106, 109, 113, 114, 115, 116, 117, 118, 120, 146, 147, 148, 149, 150, 186, 201, 207, 208, 209, 216, 217, 218, 219, 220, 221, 222, 301, 302, 307, 310, 316, 317, 401, 406, 414, 416, 417, 426, 427, 428, 430, 431, 433, 437, 438, 440, 442, 502, 503, 506, 507, 508, 509, 511, 517, 522, 523, 524, 525, 526, 527, 601, 604, 608, 610, 611, 612, 613, 615, 616, 617, 619, 620, 621, 622, 623, 624, 625, 626, 627, 635, 642, 652, 654, 655, 658, 661, 662, 664, 666, 667, 668, 669, 670, 671, 672, 701, 703, 704, 705, 706, 707, 708, 711, 715, 717, 751, 752, 753, 754, 755, 756, 757, 758, 759, 761, 763, 764, 765, 776, 777, 778, 779, 783, 901, 902, 903, 904, 953, 954, 957, 958, 970, 971		
NOTE: In addition to the item #s listed here the following documentation was reviewed for compliance: Community School Charter, Plan-State Mandated Testing, Lease or Verification of Facility Ownership, Certificate of Occupancy, Liability Insurance Certification, Health & Safety Inspections, Fire Inspections, Food Service License, Emergency Response Plan, School Emergency Safety Drills, LPDC, staff records.			
Summary of Findings:	All items noted above were compliant or N/A.		
NOTE: In some cases, staff and student record review may still be pending. Item #'s 658-Conflict of Interest forms and 667-Public Records/Open Meeting Training records will be collected and evaluated prior to June 30, 2022.			
Area of Strength:	District student records are very orderly, containing all the required documents. The district team was very pleasant to work with throughout the annual compliance process.		
Areas of Improvement:	n/a		
Steps/Timeframes to Address Area of Improvement:	n/a		
Recommendations:	n/a		

Fairborn Digital Academy

Contract Term: 7/1/2021 - 6/30/2026

Annual Report of the Academic, Financial and Organizational/Operational Performance

This report provides the results of the community school's performance against the Performance Framework attached to the charter contract. The information in the report shows multiple years of data and provides the schools with annually updated information against renewal qualifications so a school can see how they would score if up for renewal.

Each School is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal threshold that all schools must meet regardless of the type of school or maturity level.

- ☒ Your school meets the academic achievement targets as outlined in its community school contract above and is eligible to be considered for renewal.
- ☐ Your school does not meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.

Once the school is eligible for renewal, it will undergo the charter renewal process, as outlined in the sponsor evaluation, which consists of two parts: the High Stakes Review and the Renewal Application. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between the Renewal Application and the High Stakes Review. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

COMPARISON SCHOOL REPORT CARD DATA

<u>Comparison Schools Academic Performance: 2021-2022 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards
Greater Ohio Virtual School	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards	Meets Standards
Liberty High School	Exceeds Standards	Meets Standards	Exceeds Standards	Meets Standards	Exceeds Standards
Mahoning Unlimited Classroom	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards	Meets Standards
Townsend North Community School	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Meets Standards
TRECA Digital Academy	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards	Exceeds Standards

These comparison schools are also used in the academic performance calculation found later in this report.

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Data, and Financial Data tables used for this Annual Report letter are used for the High Stakes Review and align to the indicators specified in the Performance Framework. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past four years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card or not calculated.
- TBD - To Be Determined. (Additional information is needed).

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: Overall Grade, Achievement (formerly High School Test Passage Rate), Progress, Gap Closing, Combined Graduation Rate, and Four, Five, Six, Seven, and Eight-Year Graduation Rates. Schools are also rated on Identified Paths for Future Success which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2021-2022, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#).

The Academic Performance Data chart includes indicator scores included on the report card. Schools are evaluated for Achievement, formerly the high school test passage rate, which measures the percentage of students meeting applicable criteria on tests for graduation. Progress refers to the progress component score showing the growth all students are making based on their past performance. Gap Closing is how well a school is meeting the performance expectations for subgroups in English Language Arts, Math, Graduation and English Language proficiency. Graduation Rate scores look at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. Schools receive a score for inspiring students to paths of future success through work-based learning experiences; career-technical education and/or military readiness. Schools offering multiple paths of future success will be rated higher than schools offering limited or no pathways.

Additional Points

Additional points are provided in the academic section as a way to reward schools for achieving certain metrics. One additional point is given for each of the indicators measured that improve at least one grade level from the previous year. One additional point is also given for each subgroup that improves its attendance by two (2) percentage points. The school may earn another additional point if it increases the number of schools it outperforms in either of the Overall Local Report Card Grades. Because of the COVID-19 pandemic, additional points were not calculated for 2019 - 2020 and 2020-2021.

Academic Performance Data

Performance Area	Scores (Points)		
	2021-2022	Average Total Points	Total Points Available
Overall Grade (Weighted)	Exceeds Standards (8)	8	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	8	8	4
Achievement (formerly Test Passage Rate)	Exceeds Standards (4)	4	4
Progress	Meets Standards (3)	3	4
Gap Closing	Meets Standards (3)	3	4
Graduation Rate - 4 Year (Weighted)	Meets Standards (6)	6	4
Graduation Rate - 5 Year	Exceeds Standards (4)	4	4
Graduation Rate - 6 Year	Exceeds Standards (4)	4	4
Graduation Rate - 7 Year	Exceeds Standards (4)	4	4
Graduation Rate - 8 Year	Exceeds Standards (4)	4	4
Combined Graduation Rate	Exceeds Standards (4)	4	4
Identified Paths to Future Success	3	3	4
Additional Factor: Growth by Indicator	NR	---	---
Additional Factor: Improved Subgroup Performance	NR	---	---
Additional Factor: Improved Performance over Comparison Schools	NR	---	---

Total Points	55/48
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and operational performance of the school shows how well the governing authority and school adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the Board Meeting section.

Additional Points

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the school meets any mission specific goal for any subgroup as provided in the school improvement plan. Each year the schools submit a school improvement plan to the Sponsor. The school and governing authority will provide evidence starting in 2021-2022 that these mission specific goals were met for subgroups.

Organizational and Operational Data

Performance Area	Scores (Points)		
Current Contract Term: 7/1/2021-6/30/2026	2021-2022	Average Total Points	Total Points Available
Timely submission of required documentation.	2	2	2
Compliance Onsite Visits including Spring Survey	2	2	2
Corrective Action Plans	1	1	2
Probation	2	2	2
Board Meetings	2	2	2
Additional Factor: Academic Coach	NR	---	---
Additional Factor: Mission-Specific Goal/Accomplishment	TBD	TBD	---

Total Points	9/10
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FINANCIAL PERFORMANCE

The school's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts and annual audits. These items provide the information needed to determine if the school receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the school can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the Current Ratio section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the school must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	<u>6/30/2022</u>	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75 (Weighted)	0	0	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	0	0	2
Current Ratio	2	2	2
Days of Operating Cash on Hand	2	2	2
Five Year Forecast	0	0	2
Audit Reports, Findings for Recovery (FFR)	2	2	2
Additional Factor: EMO/CMO Start-Up Support	0	0	---

Total Points	6/12
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TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
	55/48	9/10	6/12

Overall Percentage	Score (Points)	Renewal Year
	70/70 = 100%	2025-2026

Areas of Strength and Improvement

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school may be eligible for renewal in future years.

Areas of Strength

Academic

- Fairborn Digital has a strong absence intervention team and policy in place to comply with HB 410 attendance and truancy requirements.

Organizational and Operational

- District student records are very orderly, containing all the required documents. The district team was very pleasant to work with throughout the annual compliance process.

Financial

- The school has maintained significant cash reserves and no liabilities.

Areas of Improvement

Academic

- It is suggested that the staff continue to develop their building leadership teams and begin to analyze student data in order to make instructional decisions by consistently implementing the Ohio 5 step process.

Organizational and Operational

- No improvements were recommended.

Financial

- The school has projected losses throughout the five-year forecast and should work to correct negative cash flow.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner, Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

As the largest sponsor in Ohio, currently sponsoring 77 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance on the performance framework measures throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. The School will be asked to complete a Renewal Application during this time. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

For the 2021-2022 school year, the school scored a total of 100%, which was comprised of a score of 68% on the organizational/operational data and financial data combined and a score of greater than 100% on the academic section. To ensure eligibility for renewal in the final year of the charter, the school should maintain the overall score of at least 75%.

Office of Community Schools

2022-2023 Sponsor Opening Assurances

Ohio Revised Code 3314.19 and Ohio
Administrative Code 3301-102-05

Instructions

Please complete a separate form for each facility associated with this school's IRN.

Date of visit to school facility:

7/21/2022

School Name and Facility Address:

Gateway Online Academy of Ohio, 5730 Broad

[State law](#) requires the sponsor of each community school to annually provide opening assurances to the Ohio Department of Education no later than **10 business days** prior to the opening of the school. This assurance is only required for schools:

- In the first year of a new school's operation
- The first year a school operates from a new building if the school is not an internet- or computer-based community school.

Please complete all applicable sections.

- Complete Section I for all new schools or schools in the first year of operating in a new building.
- Complete Section II if your school operates using a blended learning model as defined by Ohio Revised Code (ORC) 3301.079.
- Complete Section III if the school operates a dropout prevention and recovery model.

All sponsors must sign the attestation on the last page of the opening assurances. Instructions for filing are included at the end of the document.

Sponsor Information

Please check all that apply:

☒
☐
☐

First day of instruction in the current academic year

Change of location

Addition of a new facility

First day of instruction for 2022-2023 school year or
first day of instruction in the new location.

August 15, 2022

Sponsor Name	St Aloysius Orphanage
Sponsor IRN	083246
School Name	Gateway Online Academy of Ohio
School IRN	020078
School Superintendent	Brian Hessey
Superintendent's Telephone Number	216-539-8865
Superintendent's Email Address	bhessey@gatewayoh.org

School Information

School's Website

https://ohio.gatewayonlineacademy.com/

School's Physical Street Address

5730 Broadview Rd

City, State	Zip Code	County
Cleveland, OH	44134	Cuyahoga

School Building Main Telephone Number

216-539-8865

School Email (if applicable)

bhessey@gatewayoh.org

School Fax Number

None

Mailing Address (if different from facility address)

--

City, State	Zip Code	County

Are there multiple facilities/locations associated with this school IRN?

☐

Yes

☒

No

If yes, please list all [facilities/locations](#) associated with this school's IRN and grade levels served at each location. (Please note: If you have not submitted a [Notification of Multiple Facilities](#) in Epicenter, please do so as soon as possible.)

Grade levels authorized per contract:

9-12

Grade levels currently served:

9-12

OEDS Administrator's Name:

Diane Smith

OEDS Administrator's Email Address:

dsmith@accelschools.com

School Operator/Management Company Services

Does the school contract with an operator or management company? (See [ORC 3314.02 \(A\)\(8\)](#) for definition of operator.)

☒

Yes

☐

No

If the school contracts with an operator or management company, please complete all questions in the School Operator/Management Company section. Districts and educational service centers that sell services to community schools may qualify as operators under state law.

Operator or Management Company Name:

Accel Online Ohio LLC

Operator or Management Company IRN:

019998

Operator or Management Company EIN:

83-0921590

Please indicate whether the school's operator is a charter management organization (CMO), an education management organization (EMO) or another type of organization.

- **Charter Management Organization (CMO)** – A nonprofit organization that operates or manages two or more charter schools (i.e., either through a contract with the charter schools or as the charter holder) linked by centralized support, operations and oversight.
- **Education Management Organization (EMO)** – A for-profit entity that contracts with new or existing public school districts, charter school districts and charter schools to manage charter schools by centralizing support, operations and oversight.
- **Other** – An organization such as a school district or educational service center that is not a CMO or EMO and that provides management, instructional or support services to one or more charter schools.

☐

The operator is a **charter management organization (CMO)**.

☒

The operator is an **education management organization (EMO)**.

☐

The operator is **another type of organization**.

All contracts between the operator and the community school for management, fiscal, instructional, or support services have been submitted to the Department.

☒

Yes

☐

No

Comments/Explanation

SECTION I

ASSURANCES

In accordance with ORC 3314.19, please provide assurances by answering yes or no to the following. If the answer to a question is no, please provide an explanation.

The pre-opening site visit occurred prior to the school opening for the 2022-2023 school year.

☒

Yes

☐

No

Comments/Explanation

A current copy of the contract (including all amendments or addendums) between the sponsor and the governing authority of the school entered into under ORC 3314.03 has been submitted to the Office of Community Schools.

☒

Yes

☐

No

Comments/Explanation

The sponsor has received and reviewed a copy of the school's plan for providing special education and related services to students with disabilities and the school has demonstrated the capacity to provide those services in accordance with ORC 3323 and federal law including proper licensure for educators providing special education and related services.

☒

Yes

☐

No

Comments/Explanation

The school has a plan and procedures in place that meets all state requirements for administering the achievement and diagnostic assessments prescribed by ORC 3301.0710, 3301.0712 and 3301.0715.

☒

Yes

☐

No

Comments/Explanation

The school personnel have the necessary training, knowledge and resources to properly use and submit accurate information to all databases maintained by the Department for the collection of education data, including the Education Management Information System (EMIS) and its subsystem, ODDEX, established under ORC 3301.0714 in accordance with methods and timelines established under ORC 3314.17.



Yes



No

Comments/Explanation

The sponsor has reviewed all required information about the school in the Ohio Educational Directory System (OEDS) or any successor system and verified that all information is current and correct.



Yes



No

Comments/Explanation

The sponsor has verified the school currently has at least 25 students enrolled for the 2022- 2023 school year, the minimum number of students required by division (A)(11)(a) of ORC 3314.03.



Yes



No

Comments/Explanation

All classroom teachers are licensed in accordance with ORC 3319.22 to 3319.31, except for non-certificated persons engaged to teach up to 12 hours per week pursuant to ORC 3319.301.



Yes



No

Comments/Explanation

The school's fiscal officer is in compliance with ORC [3314.011](#). (Please review ORC 3314.011 carefully and ensure the school has a designated fiscal officer that is either: a) employed under a contract with the governing authority of the school; or b) the governing authority adopted a resolution waiving the requirement and the sponsor approved the resolution.)



Yes



No

Please explain which option applies to this school.

a) employed under a contract with the governing authority of the school

Fiscal Officer's (Treasurer's) Name

David Massa

Treasurer's License Number and Expiration Date of License

OH3014246 exp 06/30/2026

Fiscal Officer's Telephone Number

330-515-0572

Fiscal Officer's Email Address

dave@massasolutionsllc.com

The school has complied with ORC 3319.39 and 3319.391. The school has on file both BCI and FBI criminal records checks for all licensed and unlicensed employees, including private contractors providing on- and off-site student services and that the school has conducted criminal records checks of each of its governing authority members.



Yes



No

Comments/Explanation

The school provided evidence of all the following to the sponsor.

Evidence of property ownership or a lease for the facilities used by the school.



Yes



No

Please explain which circumstance applies to this school, including the lender's or lessor's name and the term of the mortgage or lease.

Gateway Online leases from GSP Broadview LLC; the lease expires 6/30/2027.

A current certificate of occupancy.



Yes



No

Please indicate the date the certificate of occupancy was issued.

1/20/2011

Proof of liability insurance for the school, as required by division (A)(11)(b) of ORC 3314.03; and the sponsor agrees that the liability insurance is sufficient to provide for the potential liability of the school.



Yes



No

Please include carrier name, term of policy and expiration date.

O'Neill Insurance (producer), Philadelphia Insurance Company (insurer), 1 yr, 6/30/2023

A satisfactory health safety inspection (or school environmental health and safety inspection form). This inspection should align to any expectations related to COVID-19



Yes



No

Please indicate date of inspection, and the organization that conducted the inspection.

The Cuyahoga County Board of Health provided a letter stating The Gateway of Ohio Online – Administration office located at 5730 Broadview Rd., Parma, OH is not required to have a school inspection. There are no students in building and no food served.

A satisfactory fire inspection. If the fire inspection resulted in any findings or required corrective actions, please describe those findings or corrective actions and provide dates and information that each identified item was corrected. (Fire inspection must be conducted annually in coordination with local jurisdictions. A satisfactory fire inspection must be completed within the current school year.)



Yes



No

Please include date of inspection or additional comments/explanation.

Inspection dated 4/6/2022, inspection passed, no other comments.

If offering food services, a valid food permit.

(Schools and sponsors must adhere to all applicable state and federal requirements.)

☐

Yes

☒

Not Applicable

Comments/Explanation

Food permit for the administrative offices of an online school is not needed per the health department.

In addition to the assurances required by ORC 3314.19, please attest to the following:

The sponsor has conducted a pre-opening site visit prior to any time a school opens a new facility or changes locations.

☒

Yes

☐

No

If no, please explain.

The school is in full compliance with ORC 3313.536 regarding School Emergency Plans.

☐

Yes

☒

No

If no, please explain.

This is a new school and they have 30 days to submit a "critical compliance" document and 90 days to have a fully compliant Emergency Management Plan under law. They have also completed the emergency mgmt plan survey and submitted to Homeland Security to see if they are exempt from this law.

The school submitted a five-year forecast of operational revenues and expenditures in accordance with OAC 3301-92-04 and pursuant to rules adopted by the Department and the Auditor of State.

☒

Yes

☐

No

If no, please explain.

The sponsor has monitored and evaluated the school's short- and long-term financial stability and viability.

☒

Yes

☐

No

If no, please explain.

The sponsor has a plan to assume operation of its sponsored schools to complete the 2022-2023 school year if necessary.

☒

Yes

☐

No

If no, please explain.

The school has met all the sponsor's requirements for opening and any other requirements of the sponsor.

☒

Yes

☐

No

If no, please explain and list additional requirements and status of compliance.

Bond Requirement

In accordance with ORC 3314.50, please provide assurances by answering yes or no to the following questions. If the answer to a question is no, please provide an explanation. If the answer to the first question is N/A, please indicate the date the school opened for operation and move on to the next section. If the school is opening for the first time in 2022-2023, please complete the Addendum to Sponsor Opening Assurances (New Schools Only) section.

Did either the school's sponsor or operator post a bond, cash deposit, or provide a written guarantee of payment with the auditor of state in accordance with ORC 3314.50? Please indicate which entity in the comments.

☒

Yes

☐

No

☐

Not applicable (check this box if the school opened prior to Feb 1, 2016)

Comments/Explanation

the school operator, Accel Online Ohio LLC and auditor verified it was received

**If the school opened after Feb 1, 2016, has the school changed either its sponsor or operator?
Please indicate which entity changed.**

☐

Yes

☐

No

Comments/Explanation

n/a new school

If the school opened after Feb 1, 2016, has the school's new sponsor or operator posted a bond, provided a cash deposit, or provided a written guarantee of payment with the auditor of state in accordance with 3314.50?

☐

Yes

☐

No

Comments/Explanation

n/a

Please ensure a copy of any documentation to demonstrate a school's compliance with Ohio Revised Code 3314.50 is provided to the Department of Education via Epicenter and a copy is provided to the Auditor of State by emailing a copy to communityschoolquestions@ohioauditor.gov.

If the school obtains a bond, please ensure a signed copy of the bond (and any renewals) are promptly mailed to:

Ohio Auditor of State's Office
Attn: Finance Director
88 East Broad St.
Columbus, OH 43215

SECTION II

BLENDED LEARNING

Does the school plan to utilize a blended learning model, as defined in ORC 3301.079, during the 2022-2023 school year?

☐

Yes

☒

No

Did the school submit a blended learning declaration on or before July 1 of the school year in which the school plans to utilize a blended learning model?

☐

Yes

☒

No

*If yes, please complete all questions in the blended learning section if this school operates using one or more **blended learning models**. If your answer is no, you may skip this section. Please see the Department's guidance regarding blended learning [here](#).*

Has the sponsor approved all blended learning model or models that will be used by the school during 2022-2023?

☐

Yes

☐

No

Comments/Explanation

Please indicate the specific blended learning model or models that will be used by the school.

Please list specific page numbers within the community school contract, education plan and or addendums to the contract where the description of blended learning model or models used by the school may be found. (See Ohio Department of Education guidance regarding House Bill 2 and blended learning models [here](#).)

Does the sponsor-school contract executed under ORC 3314.03 include a description of how student instructional needs will be determined and documented?

☐

Yes

☐

No

Please list specific page numbers within the community school contract, education plan or addendums to the contract that describe how the school will assess, document and address students' instructional needs.

Is a board approved policy or procedure included in the sponsor-school contract, education plan, or addendums?

☐

Yes

☐

No

Please list specific page numbers of relevant policies and procedures within the community school contract, education plan or addendums.

Has the sponsor reviewed and approved the method to be used for determining competency, granting credit and promoting students to higher grade levels?

☐

Yes

☐

No

Please list specific page numbers within the community school contract, education plan or addendums to the contract that describe the method to be used by the school for determining competency, granting credit and promoting students to higher grade levels.

Has the sponsor reviewed and approved the school's attendance policy, including how the school will document participation in learning opportunities?

☐

Yes

☐

No

Does the attendance policy meet all requirements in state law?

☐

Yes

☐

No

Please list specific page numbers within the community school contract, education plan or addendums to the contract that describe the school's attendance requirements, including how the school will document participation in learning opportunities.

Has the sponsor reviewed statements describing and evidence (policies/procedures) detailing how student progress will be monitored?

☐

Yes

☐

No

Please list specific page numbers within the community school contract, education plan or addendums to the contract that describe how student progress will be monitored by the school. If the community school contract does not specify how student progress will be monitored, please submit a copy of the policy/procedure.

Has the sponsor reviewed policies and procedures that describe how private student data will be protected?

☐

Yes

☐

No

Do the policies/procedures meet all legal requirements under state and federal law?

☐

Yes

☐

No

Please list specific page numbers within the community school contract, education plan contract addendums or policies that describe how private student data will be protected by the school.

Has the sponsor reviewed a description of the professional development activities (specific to blended learning instruction) that will be offered to teachers?

☐

Yes

☐

No

Please list specific page numbers within the community school contract, education plan or addendums to the contract that describe the professional development activities (specific to blending learning instruction) that will be offered to teachers by the school during the 2022-2023 school year.

I, sponsor of the above community school, affirm that the school meets all requirements to operate using a blended learning model.

☐

Yes

☐

No

I, sponsor of the above community school, affirm that the current community school contract submitted to the Department includes all requirements listed above for the school to operate using a blended learning model.

☐

Yes

☐

No

I, sponsor of the above community school, affirm that the community school has submitted a blended learning declaration to operate using a blended learning model.

☐

Yes

☐

No

If you answered no to any of the above affirmations regarding requirements related to this school utilizing blended learning, please provide an explanation here.

SECTION III

DROPOUT PREVENTION AND RECOVERY REPORT CARD DESIGNATION

Did the sponsor and school apply for designation as a dropout prevention and recovery community school for the 2022-2023 school year?

☒

Yes

☐

No

If yes, please complete all items in the dropout recovery section. If your answer is no, you may skip this section. Please see Department guidance regarding dropout recovery community school requirements [here](#).

The school meets all requirements outlined in Ohio Administrative Code (OAC) 3301-102-10 to be eligible for the dropout prevention and recovery report card designation.

☒

Yes

☐

No

Please list specific page numbers within the community school contract that detail how this community school meets the criteria outlined in OAC 3301-102-10 to be eligible for the dropout prevention and recovery report card designation.

See the Education Plan, pages 211-273.

The sponsor reviewed evidence that the school meets all requirements and the school will comply with all requirements (including required state-mandated assessments) that apply to dropout prevention and recovery schools.



Yes



No

The sponsor has reviewed the school's education plan, and the plan meets the requirements outlined in statute to be eligible for the dropout prevention and recovery report card designation.



Yes



No

I, sponsor of the above community school, affirm that the school meets all requirements to be eligible for the dropout prevention and recovery report card designation.



Yes



No

I, sponsor of the above community school, affirm that the current community school contract submitted to the Department includes all requirements listed above for the school to be eligible for the dropout prevention and recovery report card designation.



Yes



No

Addendum to Sponsor Opening Assurances (New Schools Only)

Ohio Revised Code 3314.191

Ohio Revised Code 3314.50

Instructions

In accordance with Ohio Revised Code 3314.191, the Ohio Department of Education shall make no payment under section 3314.08 of the Revised Code to a community school opening for its first year of operation until the sponsor of that school confirms all of the following in ORC [3314.191](#).

Sponsors of community schools opening for the first year of operation in 2022-2023 must complete this addendum and sign the attestation on the last page of the addendum. Instructions for filing are included at the end of the document.

Ohio Revised Code 3314.191

Prerequisites for Payments from Department

Notwithstanding any provision to the contrary in the Revised Code, the department of education shall make no payment under section 3314.08 of the Revised Code to a community school opening for its first year of operation until the sponsor of that school confirms all of the following:

- (A) The school is in compliance with the provisions described in divisions (A), (H), (I), and (J)(3) of section 3314.19 of the Revised Code.
- (B) The sponsor has approved the financial controls required by the comprehensive plan for the school under division (B)(5) of section 3314.03 of the Revised Code.
- (C) The school facilities will be ready and open for use by the date prescribed in the contract entered into under section 3314.03 of the Revised Code, and the sponsor has reviewed any lease, purchase agreement, permits required by statute or contract, and construction plans.
- (D) The chief administrator of the community school actively is managing daily operations at the school.
- (E) The projected enrollment reported to the department is accurate.

Sponsor Information

Did your organization receive a rating of effective or higher on the most recent sponsor evaluation?

☒

Yes

☐

No

Please indicate the first year of operation of the community school.

2022-2023

Prerequisites for Payments from Department

In accordance with ORC 3314.191, please provide assurances by answering yes or no to the following. If the answer to a question is a no, please provide an explanation.

The school is in compliance with the provisions described in divisions (A), (H), (I), and (J)(3) of section 3314.19 of the Revised Code.

☒

Yes

☐

No

Comments/Explanation

The sponsor has approved the financial controls required by the comprehensive plan for the school under division (B)(5) of section 3314.03 of the Revised Code.

☒

Yes

☐

No

Comments/Explanation

The school facilities will be ready and open for use by the date prescribed in the contract entered into under section 3314.03 of the Revised Code, and the sponsor has reviewed any lease, purchase agreement, permits required by statute or contract, and construction plans.

☒

Yes

☐

No

Comments/Explanation

The chief administrator of the community school is actively managing daily operations at the school.

☒

Yes

☐

No

Comments/Explanation

Name of chief administrator

Brian Hessey

The projected enrollment reported to the Department is accurate.

☒

Yes

☐

No

Comments/Explanation

Bond Requirement

In accordance with ORC 3314.50, please provide assurances by answering yes or no to the following. If the answer to a question is a no, please provide an explanation.

Has the community school fulfilled the bond requirement in ORC 3314.50?

☒

Yes

☐

No

Comments/Explanation

Please review ORC 3314.50 and indicate which of the following requirements the school has been fulfilled.

☐

The governing authority of the school has posted a bond in the amount of \$50,000 with the auditor of state that is to be used, to pay the cost of audits of the school under ORC 3314.50.

☐

In lieu of the bond, the governing authority of the school, the school's sponsor or an operator that has a contract with the school has deposited with the auditor of state cash in the amount of \$50,000 as guarantee of payment.

Indicate which entity deposited cash with the auditor of state as guarantee of payment.



In lieu of a bond or cash deposit, the school's sponsor or an operator that has a contract with the school provided a written guarantee of payment, which shall obligate the school's sponsor or the operator that provides the written guarantee to pay the cost of audits of the school under ORC 3314.50 up to the amount of \$50,000.

Indicate which entity provided written guarantee of payment.

The school operator - Accel Online Ohio LLC

Comments/Explanation

Please ensure a copy of any documentation to demonstrate a school's compliance with Ohio Revised Code 3314.50 is provided to the Department of Education via Epicenter and a copy is provided to the Auditor of State by emailing a copy to communityschoolquestions@ohioauditor.gov

If the school obtains a bond, please ensure a signed copy of the bond (and any renewals) are promptly mailed to:

Ohio Auditor of State's Office
Attn: Finance Director
88 East Broad St.
Columbus, OH 43215

Sponsor Attestation of Assurances

By signing, I attest that I have reviewed the above information and it is true and accurate to the best of my knowledge.


Digitally signed by Dave L. Cash
Date: 2022.08.01 13:42:35 -04'00'
Sponsor Representative Signature

Dave L. Cash
Print Name

8/1/2022
Date

This form can be signed by hand or electronically by clicking "Fill & Sign" in the toolbar. Once clicked, options will appear. Click "Place Signature" and a new box will appear. You can create a new electronic signature or add an existing password protected signature.

SUBMISSION INSTRUCTIONS:

Sponsors are required to electronically submit a completed 2022-2023 Sponsor Opening Assurances form to Epicenter following the process below.

1. Log in to Epicenter at <http://epicenternow.org/>.
2. Click the **Sign In** link at the top of the screen.
3. Enter your username and password.
4. Click **Document Center**.
5. On the Document Center page, click the **Submission Upload** button.
6. For Entity Type, select school.
7. For Submission Type, select **Sponsor Assurance Form**.
8. For Entities, select the appropriate school by checking the box next to the school's name.
9. Enter required information.
10. Click **Upload New File** button to upload your document.
11. (Optional) Type a brief message to the reviewer.
12. Click Submit.

The Office of Community Schools and your consultant will use this site to access your submissions. If you have additional questions or if you are unable to view any of the information described above, please contact your lead consultant.

Ohio Department of Education
Office of Community Schools
25 South Front Street, Mail Stop 307
Columbus, OH 43215-4183
Telephone: (614) 466-7058
Fax: (614) 466-8506
Community.Schools@education.ohio.gov



VIA ELECTRONIC MAIL

August 3, 2022
David L. Cash, Jr., President
Charter School Specialists

RE: Gateway Online Academy of Ohio - Letter of Guarantee of Funding to Keep School in Operation During the 2022-2023 School Year

Dear Mr. Cash,

We, the undersigned, Accel Online Ohio LLC (the "School's Operator") located at 1750 Tysons Blvd., Suite 1300, McLean, VA 22102, hereby irrevocably guarantee funding to keep Gateway Online Academy of Ohio (the "School") in operation during the 2022-2023 school year as follows: When the School has fewer than 100 full-time students enrolled, School Operator will guarantee payment of expenses referenced in Section 4.2 of the Management Agreement between School Operator and School provided, however, while the guarantee is in effect (a) the School Board shall not spend any money without School's Operator's prior written approval, and (b) reimbursement of such expenses shall take priority over all expenses other than teacher salary and benefits. The School's Operator and School acknowledged in the Management Agreement that under such circumstances the School Board, with guidance from the School Board's legal counsel and School's fiscal officer, will engage in good faith discussions with the School's Operator to identify areas of cost savings and take reasonable action to maintain long-term viability of the School.

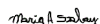
Subject to the conditions above, the School's Operator shall loan or otherwise advance to the School all funds necessary to keep the School in operation during the 2022-23 school year if there are fewer than 100 full-time students enrolled in the School. The School's Operator shall be permitted to obtain from the School repayment of any funds loaned or advanced to the School provided that the School remains open in subsequent school years.

This guarantee shall be binding upon and inure to the benefit of the parties hereto and their respective successor and permitted assigns. The School's Operator shall cause any successor to all or substantially all of its assets or business to assume this guarantee.

The School's vendor list as of July is attached hereto. As School's Operator is a private company, it does not disclose financial information and thus will not be providing the financial documents CSS requested.

Sincerely,

DocuSigned by:



9EF1A542ADC245D...

Maria Szalay

Chief Operating Officer

cc: Jamie Callender, Board Counsel


CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC


School Name:		Gateway Online Academy of Ohio		CSS Reviewers:		Andrea Dobbins		Date of Visit:		11/14/22	
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE Priority, Focus, Warning, or Watch School Status?		Management Company or Independent Entity		Data/Evidence Collected From:			
				Priority							
N/A		435	Attendance tracked by engagement hours.	Focus		Special Education Case Numbers		Parent		Board Member	
				Warning		Total I.S. on Staff	3	Student		Mgmt. Co. Rep.	
				Watch		IEP Caseload	92	Teacher		Principal	
School Year	Overall Rating	Achievement	Progress	Gap Closing (ELA and Math)		Early Literacy		Graduation Rate		College, Career, Workforce, and Military	
19-20	N/A	N/A	N/A	N/A		N/A		N/A		N/A	
20-21	N/A	N/A	N/A	N/A		N/A		N/A		N/A	
21-22	N/A	N/A	N/A	N/A		N/A		N/A		N/A	

	Areas of Improvement and Recommendations from Previous OAR										
Areas of Improvement or Recommendations from Previous OAR	N/A										
Progress Toward Areas of Improvement or Recommendations	N/A										


 Charter Section: 6.3 Curriculum			
Element	Off-Track	On-Track	Comments*

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.3 Curriculum			
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of written curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Comprehensive, standards-aligned curriculums are accessible to all teachers with evidence of teacher use in classroom instruction.	Utilizes Canvas and AMP platform. Accel provides courses from StrongMind. Accelerate (AED) adaptive courses are also used. The courses are aligned to state standards.
	There is little to no evidence of the use of comprehensive, up-to-date grade level and content specific pacing guides .	Up-to -date, comprehensive pacing guides are available for each grade and content area.	All courses are mapped. Gap analysis is done by Accel's CAT team. Pacing guides are available for students to use if they choose. Students work at their own pace according to their student success plan.
Literacy	Literacy elements are missing or incomplete, and there is limited evidence to support the consistent implementation of literacy standards, evidence-based ELA practices, and monitoring for fidelity and impact.	Ensures delivery of high-quality literacy instruction across all grade and content levels based on evidence-based practices outlined in Ohio's Plan to Raise Literacy Achievement and relies on ongoing assessment and progress monitoring to inform instruction.	Literacy items are embedded within coursework. Teachers also utilize Newsela, Novela, and IXL to supplement and support student learning.


 Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials			
Element	Off-Track	On-Track	Comments*
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were clearly articulated by the school leader and evidenced in the classrooms.	Computer/electronic delivery methods used. Each student also has a success coach and insight mentor to aid in their instruction. Students also have the ability to work with teachers live, small group, one on one when necessary. Students are encouraged to log in daily to these sessions. Evening hours are also provided for additional support and flexibility. Math tutoring is provided through FEV 24/7.


CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials			
Resources and Materials	Resources were limited and did not include those specified in the school's charter.	Instructional materials and resources were aligned to the standards and appropriate for engaged learning.	All student resources and instructional materials are built into Canvas and the AMP platform. Teachers may also use supplemental resources to embed in the platform to assist with personalized instruction.
	Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops.	Students had sufficient and consistent access to working technology and evidence of use.	Computer and access to internet provided for all students. Students have signed waivers on file should they not accept a device.
	Teachers lacked access and/or training to working multi-media teaching aides on a consistent and routine schedule.	Teachers had access to and evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.	Teachers have access to all appropriate technology.
College and Career Readiness	Little or no college and career readiness instruction is provided.	The school includes college and career readiness instruction that provides opportunities for students to learn about job and career options and appropriate for grade levels served.	College information nights are provided for students. All students have a success coach that works on college and career goals within the students' individual plans.
	(Required only for Dropout Prevention and Recovery Schools) Career pathways/CTE opportunities are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.	Career pathways/CTE opportunities are being provided to students and student success plans are being created for all students.	Rise Up is expected to begin by Thanksgiving, Microsoft, Lead Sigma 6 programs are new and just getting started. Most students select Riseup. The school is exploring more opportunities for CTE programing next year.


 Charter Section: 6.3 Continuous Improvement and Growth			
Element	Off-Track	On-Track	Comments*


CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.3 Continuous Improvement and Growth			
OTES (2.0)	OTES or approved/aligned alternative specified in the school's charter is neither in place nor timelines followed.	OTES, or an alternative outlined in the school's charter, is in place and timelines and requirements are being followed.	The school follows OTES 2.0 and the principal is credentialed. They are 1/3 of the way through the first round of evaluations. Live or recorded sessions are reviewed.
OPES (2.0)	OPES or approved/aligned alternative specified in the school's charter is neither in place nor timelines followed.	OPES or approved/aligned alternative specified in the school's charter is in place and timelines followed.	The school follows OPES.
Resident Educator Program	Resident Educator Program is not in place or does not align to Ohio Resident Educator Program	Resident educator program is in place using Ohio Standards for the Teaching Profession and Ohio Resident Educator Program Standards.	Resident educator plan is in place. Currently they have 1 mentor, and 5 teachers.

 Charter Section: 6.3 Prevention and Intervention			
Element	Off-Track	On-Track	Comments
Processes to Identify At-Risk Students for Interventions	There was no clear policy, process, timelines, or paper trail for systematically assessing all students regardless of when they enrolled.	There was written documentation and evidence that the school consistently followed and monitored with fidelity a policy and guidelines that met state and federal requirements for systematically and universally assessing students who are at-risk in reading, math, behavior, and attendance.	Teams of support are in place for students and adults meet frequently to analyze student data to provide appropriate assistance and support in all areas. Intense wrap around services are provided for students and families. AIT teams, academic teams, behavioral teams are established and meet regularly.
Implementation of Tiered System of Supports for Intervention	There was no clear policy, process, timelines, or paper trail to document <u>implementation</u> of a multi-tiered intervention and prevention system as outlined in the school/CSS contract and/or the state and federal regulations.	There was evidence to support the following: 1) The School has a policy on intervention/prevention support. 2) Students identified as at-risk in reading and/or math received timely, evidenced based interventions. 3) Comprehensive, individualized improvement plans with goals that were developed and monitored for each identified student.	Students identified as at risk receive regular, timely support by a variety of adults within the school. Student plans are differentiated and updated frequently to ensure success.
Evidence Collected:			

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.5 Assessment Plan		
Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	x	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	x	
Comments:		

 Charter Section: 6.3 Continuous Improvement and Growth			
Ohio Improvement Process & School Improvement Plan			
Element	Off-Track (Indicate by highlighting)	On Track	Comments*
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	The School Improvement Plan (SIP) was reviewed systematically with checkpoints identified. School leveraged key stakeholders in creating and monitoring the plan.	The school is just beginning One Plan. Documentation to be submitted shortly.
*Comments only provided if needed			

Follow-up Activities Notes

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable): 11/21/22



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.

Name of School	Gateway Online Academy of Ohio
Date of Site Visit:	11/14/22
Sponsor Representative Conducting Visit:	Andrea Dobbins
Purpose:	The Onsite Assistance Review is intended to be a discussion with the school leader(s) and Community School Leadership Team about how curriculum, instruction, assessment and the school's improvement plan are being implemented. Observation of implementation occurs through classroom visits. School Improvement Coordinators offer recommendations and/or technical assistance based on this site visit.
Information Collected:	Classroom observations, teacher/school leader interviews, student interviews, student work samples, lesson plans, evidence of resources, school improvement plan progress, curriculum maps & pacing guides, technology integration, school's compliance with all applicable laws, rules, contractual obligations and academic performance measures.
Summary of Findings:	Gateway Online Academy of Ohio is a new, fully online school this year. Recently their enrollment has exploded and exceeded expectations. They are on pace to meet and exceed their enrollment goals for the year. Each student participates in a mandatory orientation course. All students have access to a success coach as well as many other support personnel. The team in place assists students in establishing goals, monitoring coursework, attendance monitoring, etc. Wrap around services are provided for all students. All students have a success plan in place with the school that is monitored and reviewed frequently. Students are enrolled in Insight class where they are provided with mentoring, soft skills, mental health, SEL, relationship development. Live sessions with teachers are offered daily. Students have access to small-group and individualized instruction. These sessions are not heavily attended but the school is attempting to increase engagement. Credit flexibility plans are offered. Some CTE pathways are in the works but are not fully functional yet.
Area(s) of Strength:	The school's greatest area of strength are the wrap-around services and support provided for students. This flexible environment allows students to build relationships with the staff. The staff in turn attempt to eliminate obstacles that prevent student learning. The staff is willing to work with students at their pace and schedule to ensure success. While this model is highly effective the school should proceed with caution. As the school is

	<p>experiencing such a high rate of growth, they should make efforts to ensure that they do not let the quality of service that is being provided to students drop.</p>
Recommendations	<p>As a new school it is understood that it takes time to get adequate programs up and running. The CTE pathways are not fully developed at Gateway yet. They have plans to grow these programs and expand their offerings in future years.</p> <p>The school also should consider incorporating programs and supports in Literacy instruction for students. Literacy is a key to success in all aspects of life and oftentimes drastically needed at the dropout prevention and recovery program level. The school should consider investigating literacy supports for students in their demographic served.</p> <p>It is recommended that the school investigate online partnerships and opportunities to expand CTE offerings for students in all areas served.</p>

Gateway Online Academy of Ohio

Contract Term: 7/1/2022 - 6/30/2028

Annual Report of the Academic, Financial and Organizational/Operational Performance

For schools sponsored by St. Aloysius, this report will provide the results of the community school's performance against the Performance Framework included in your community school contract with Attachment 6.4 and assess the school's current eligibility for renewal. The information in future reports will show multiple years of data and provide the school with annually updated information against renewal qualifications so a school can see how they would score if up for renewal. Your school was a new start-up in the 2022-2023 school year. A full report providing data will be provided after completion of the 2022-2023 school year.

Being evaluated for renewal with St. Aloysius consists of two steps. The first step to renewal is evaluating the school's eligibility for renewal per the Contract Performance Measures in Article XI of the school's community school contract. These performance measures require your school to receive a rating of Meets Standards or better in any local report card measurement or outperform 3 out of 5 comparison schools as listed in the community school contract.

The second step is for the school to score at least a 75% on the performance framework measures. The performance framework is part of Attachment 6.4 of the charter and consists of three parts: Academic Performance, Organizational and Operational Performance, and Financial Performance.

After the first year of sponsorship is complete with St. Aloysius, the school will be provided areas of strength and areas for improvement. The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school should be eligible for renewal in future years.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight, and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures both student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy, and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

As the largest sponsor in Ohio, currently sponsoring 77 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|


Summary

The Governing Authority and School's performance against the performance framework throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. This high-stakes review will determine if the school is eligible for renewal. To be eligible for renewal, schools must earn 75% of available points.

The 2022-2023 school year was the first year for your school. Based on national standards, it typically takes a school a minimum of five (5) years to begin performing well. The school should strive to attain an overall average of at least 75% by its fifth year of operation.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

School Name:	Greater Ohio Virtual School	Date of Visit:	11/17/21	CSS Reviewers	Andrea Dobbins & Rochelle Nelson		
Year of CSS School 6.4b Accountability Status	N/A	ODE Priority, Focus or Watch School?	Federal: Priority State: Equity	Data/Evidence Collected From:			
				Parent		Board Member	x
				Student		Mgmt. Co. Rep.	
				Teacher	x	Principal	x
Overall 2019-2020 Local Report Card Grade	NR	2019-2020 High School Test Passage Rate & Component Grade	NR	4-Year Graduation Rating	NR	5-Year Graduation Rating	NR
2019-2020 Gap Closing Rating	NR	2019-2020 Progress Component Rating	NR	6-year Graduation Rating	NR	7-Year Graduation Rating	NR
						Combined Graduation Rating	NR

 Charter Section: 6.3 Continuous Improvement and Growth			
School Improvement Plan			
Element	QUESTIONS	EVIDENCE	FEEDBACK
Monitoring and Tracking of OIP by identified Roles/Teams (i.e., Community School Leadership Team (CSLT), Teacher Based Teams (TBT))	<ul style="list-style-type: none"> Is this the plan that you are currently implementing? What are your current goals? What action steps are yielding the most improvement this year? Or, what data do you plan to collect and analyze 	<p>Current enrollment is 625.</p> <p>GOVS is currently implementing the school improvement on file with CSS.</p> <p>They have successfully met the goal of decreasing 72 hour withdrawals. They are working towards increasing the participation rate for STAR testing. They are also working to</p>	CSS staff members are willing to work with building leadership on the implementation of the Ohio Improvement Process in an online environment.

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	to determine the effectiveness of your action steps?	increase achievement across the board on state testing.	
Communication of OIP Progress to Key Stakeholders	<ul style="list-style-type: none"> How is your OIP progress communicated to your school board? To students and families? The larger communities? 	<p>Progress is communicated monthly at board meetings. They also hold monthly staff meetings to focus on student progress and achievement. Weekly attendance meetings are held and testing meetings are held quarterly.</p> <p>Parents & guardians are sent a bi-weekly newsletter. Teachers and coaches communicate regularly with students and parents regarding student progress.</p>	
Gap Closing	<ul style="list-style-type: none"> Has your school conducted a root cause analysis using data from the previous school year? What did it uncover? How has your root cause analysis impacted your school practices? What strategies are in place to address identified learning gaps? 	<p>They have not conducted a root cause analysis post-Covid. There is not a large amount of data that they feel they could use as a starting point.</p> <p>They do however have specific supports in place, primarily focused on mental health.</p> <p>They have recently developed a new relationship with SST 13.</p>	<p>It is recommended that GOVS work on analyzing student data (academic, attendance, etc.) and conduct a thorough root cause analysis. The SST would be a fantastic resource to support this work. CSS staff would also be willing to support the process or provide guidance from an online perspective if desired.</p>
Teacher/Principal Evaluation and Resident Educator Program			
Element	QUESTIONS	EVIDENCE	FEEDBACK

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OTES (Or other teacher evaluation process)	<ul style="list-style-type: none"> • How are teachers evaluated? • Who evaluates teachers? Is the evaluator credentialed? • What are the timelines involved with the evaluation? • Are there goals established for the teachers? 	<p>They have created their own evaluation, but the building leader does not like it and intends to make adjustments. His goal is to take the components of OTES and adapt them to fit an online, academic coaching model. The assistant director completes the current evaluations.</p>	<p>Rochelle Nelson, CSS will provide a sample form used for past evaluations in an online setting with school leadership.</p> <p>Teacher Created Live Lesson Rubric FES 2020</p>
OPES (Or other principal evaluation process)	<ul style="list-style-type: none"> • How is the principal(s) evaluated? • Who evaluates the principal(s)? Is the evaluator credentialed? • What are the timelines involved with the evaluation? • Are there goals established for the principal(s)? 	<p>Use ESC form for administrative staff. Goals are established and communicated regularly with school leadership.</p>	
Resident Educator Program	<ul style="list-style-type: none"> • Does the school have any resident educators? How many? • Are there Resident Educator Mentors on site? If so, how many? 	<p>They have 1 resident educator completing the last year of the program. There is one resident educator director for the entire county. They have one full time mentor. Resident educators and mentors meet weekly.</p>	

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	<ul style="list-style-type: none"> What is the ratio of resident educators to mentors? How often do they meet? 		
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 Charter Section: 6.3 Curriculum			
Element	QUESTIONS	EVIDENCE	FEEDBACK
Curriculum	<ul style="list-style-type: none"> What curriculum are you using? How are you measuring student growth? 	<p>GOVS uses Virtual Learning Academy (VLA) as the primary curriculum. Building leadership works closely with Jefferson County to ensure alignment to Ohio Learning Standards.</p> <p>Students and parents receive weekly progress reports. Coaches are also monitoring student progress.</p> <p>Coaches meet with students, make phone calls, and track student progress. Each Thursday all coaches meet and collaborate.</p> <p>Coaches are responsible for approximately 70 students.</p>	
Granting Credits & Advancing Grade Levels	<ul style="list-style-type: none"> How are you granting credits? (for High Schools and DOPRs) How are you advancing grade levels? 	<p>Credits are earned upon successful completion of scheduled courses.</p>	
Social-Emotional Learning	<ul style="list-style-type: none"> How are you determining and addressing the social-emotional needs of your students? 	<p>All students are enrolled in a GOVS success class that details how to be a successful student in an online environment. The course also requires a survey detailing</p>	

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		<p>student needs. Academic coaches collect the data from the survey to help determine needs.</p> <p>The school has a resource coordinator and a behavioral interventionist.</p> <p>They utilize a referral process when student needs arise.</p> <p>They also work with community partners such as the ESC, juvenile courts, etc. in the area.</p> <p>They provide students with clothes, food, basic hygiene supplies, etc. within their facility.</p>	
Student Success Plans	<ul style="list-style-type: none"> How are you ensuring that all students have a student success plan? 	All students complete a student success plan upon enrollment. The guidance department monitors the plan and communicates with students regularly.	
Career Pathways Available to Students	<ul style="list-style-type: none"> What career pathways/CTE opportunities is your school providing students? 	<p>Building leadership expressed that this is an area that he feels they need to improve. They have a good relationship with career centers in the area.</p> <p>They have a work study program in place and approximately 150 students participate. They school employees a work study coordinator. The program focuses on gaining job skills and they communicate with employers often.</p> <p>They are working to establish career enhancement opportunities for students.</p>	It is suggested that building leadership work with Kerry Jupina during the College and Career visit to seek support in further developing college and career opportunities for students.

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		<p>There are several businesses in Warren county that they would like to have the students observe.</p> <p>They have College Credit Plus relationships with Miami regional campuses and Saint Clair Community College.</p>	
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 Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials			
Element	QUESTIONS	EVIDENCE	FEEDBACK
Instructional Delivery Methods	<ul style="list-style-type: none"> What are the instructional delivery methods currently being used at your school? How is the school leadership monitoring those delivery methods? What kind of professional development is being offered to teachers to ensure that they are providing the best instruction that they can? Are your strategies, effectively supported by the data? If so, please provide evidence. 	<p>Instructional delivery is primarily computer based. Tutoring sessions are held live. Students also have access to come to the building for resources and support at any time. The school facility is very welcoming with an abundance of resources for students.</p> <p>Teachers or coaches have the option to work in live sessions with students at any time.</p> <p>There are about 30 teachers that work on grading lessons and providing feedback. The school employs 5 academic coaches to track lesson completion, document hours, engage with students, etc.</p> <p>They also have 40 tutors in content specific areas. Each student receives 3 hours of tutoring weekly. Students can receive more tutoring if needed.</p>	<p>CSS is willing to support GOVS full-time staff and academic coaches on student engagement, academic data, achievement, and effective coaching from an e-school perspective.</p>

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		<p>Teachers also hold tutoring labs for ELA, Math, and Science at specific times. Evening and weekend hours are available as well.</p> <p>GOVS utilizes an online program for professional development that can be assigned if a need arises.</p> <p>Building leadership meets each semester with teachers and tutors to focus on PD for student needs, positive behavior, and wrap around support.</p>	
Resources and Materials	<ul style="list-style-type: none"> • What resources and materials are available for students and teachers? • Who contributes to the selection of resources? • Have you conducted a gap analysis to determine the alignment between your online curriculum and the Ohio Learning Standards? • Are your strategies, effectively supported by the data? If so, please provide evidence. 	<p>All resources and materials are embedded with the learning platform.</p> <p>Within the building they ensure that all student needs are met. They provide students with food, toiletries, baby items, etc.</p> <p>All students receive chromebooks, and wifi cards from Verizon.</p>	
Technology	<ul style="list-style-type: none"> • In what ways have you ensured that students have consistent access to the required resources for learning? 	<p>All technology and resources are embedded within the learning platform.</p>	

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	<ul style="list-style-type: none"> How does your curriculum incorporate technology to enhance student problem-solving and critical thinking? Is the effectiveness of your technology program (s) supported by data? 		
Teaching Aids	<ul style="list-style-type: none"> Do teachers have consistent access to teaching aids (including audio visual, whiteboards, computer assisted instructional software, apps and hardware)? 	<p>All technology and resources are embedded within the learning platform.</p> <p>Adaptive software is available and provided when necessary.</p>	e sports team will begin next semester.
Attendance & Engagement	<ul style="list-style-type: none"> How is student attendance tracked? How are chronic absenteeism concerns being addressed? What is being done to engage parents and families in their students learning? What is your school doing to re-engage students following the 2020-21 school year impacted by the COVID-19 pandemic? 	<p>All online and offline hours are tracked in the VLA learning platform. Students have access to see their progress. A performance report also includes attendance information and data and is shared with parents, guardians, and coaches regularly.</p> <p>The staff holds weekly attendance meetings. Truancy students are discussed along with students in danger as well as students who are beginning to slip. The goal is to catch the students before they become a problem.</p> <p>The school utilizes a spreadsheet to track total daily, weekly, and monthly hours.</p> <p>GOVS follows the same absence intervention/truancy plan as all schools in Warren County (HB 410 process).</p>	


CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

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 Charter Section: 6.3 Prevention and Intervention			
Element	QUESTIONS	EVIDENCE	FEEDBACK
Processes to Identify Students for Interventions	<ul style="list-style-type: none"> What process is used to identify students who are at-risk in reading and math? What process is used to identify students who are at-risk for social-emotional issues? 	<p>The special education director works with the ESC. If they suspect a student may have a disability or the student struggles the process is started. The assistant director and school psychologist is involved.</p>	<p>It is recommended that the school solidify an RTI or IAT process to be used to identify students for interventions. The school is doing this on an informal basis as needed for students. It is suggested that the process be further defined in order to prevent students from slipping through the cracks. This will also allow teachers, coaches, support staff a formal process to follow to eliminate confusion.</p>
Implementation of Tiered System of Supports for Intervention	<ul style="list-style-type: none"> What are the timelines? Is the school following the timelines established? What are the interventions in place? What evidence does the school have to show that interventions are working or not working? 	<p>The school provides students with an appropriate tutor if necessary. The academic coach is the focal point of the conversation when determining student intervention needs. The student support coordinator is involved as well as special education and school psychologist.</p> <p>The school provides wrap around services for SEL needs.</p> <p>Student test results, attendance data, etc. is analyzed when meeting to determine student needs.</p> <p>Meetings are held on a weekly basis.</p>	<p>It is recommended that the school formally establish a multi-tiered system of support for students. Again, this is being done, just not formally documented. The school may benefit from a detailed plan that clearly identifies what supports/interventions will be provided within the curriculum, what supports/interventions will be provided by coaches, etc. CSS staff would be available to assist in formalizing and establishing these plans with school leadership if desired.</p>

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW DOPR RUBRIC

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 Charter Section: 6.5 Assessment Plan		
Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	x	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	x	
Comments:		

Follow-up Activities Notes

Team Lead: Andrea Dobbins

Date and names OAR report sent to School Leader (and Management Company, if applicable): 12/20/21 Shawn Lenney

Date and names phone or in person conference with School Leader (and Management Company, if applicable): 12/21/21 Shawn Lenney approved.

Conference notes:

Date OAR report sent Office Coordinator for distribution to BOD: 12/21/21



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions/comments/concerns.

Name of School	Greater Ohio Virtual School
Date of Site Visit:	11/17/21
Sponsor Representative Conducting Visit:	Andrea Dobbins & Rochelle Nelson
Purpose:	Onsite Assistance Review
Information Collected:	Classroom observation, teacher/school leader interviews, student interviews, student work samples, lesson plans, curriculum maps and pacing guides where applicable, evidence of resources, school improvement plan progress, technology integration, school's compliance with all applicable laws, rules, contractual obligation, and academic performance measures.
Summary of Findings:	Greater Ohio Virtual School has a very large and student centered facility. Students are encouraged to visit the building to receive tutoring and social, emotional support. The team at GOVS build and establish quality relationships with their students and strive to best meet student needs. There are currently 625 students. A team of academic coaches and support staff work with the students to monitor progress and provide interventions when necessary. GOVS

Area of Strength:	GOVS has a solid attendance monitoring system and intervention support in place. The team monitors student attendance regularly and intervenes in advance of a problem. Students are provided with frequent communication and support. The school also provides students with wrap around services and ensures that basic student needs are met. Students have access to the learning facility as needed which is a key area of strength.
Areas of recommendation:	It is evident that the team at GOVS strives to meet every student need. However, the students and school may benefit from further formalizing and developing these processes. The leadership team should consider developing building level teams to analyze and track student data to break down a root cause analysis for the school. Analyzing adult implementation of strategies identified may prove beneficial to the academic growth and progress of the school. Using student data to drive instructional decisions will further benefit the areas of RTI and MTSS as well. CSS staff is willing to support the school with professional development or coaching if desired.
The Steps/Timeframes to Address Area of Improvement:	

2021/22 Charter School Specialists/St. Aloysius Site Visit Report



Special Education Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

School Name:	Greater Ohio Virtual School		
Date of Site Visit:	10/15/22		
Sponsor Representative Conducting Visit:	Benjamin Danals, MEd		
Purpose:	Monitor Special Education Compliance		
Stakeholder Group Data Collected From:	<input type="checkbox"/> Principal	<input type="checkbox"/> Student	<input checked="" type="checkbox"/> Special Education Supervisor/Coordinator
	<input type="checkbox"/> Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected:	Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation. Staff were observed and data were collected from school employees, including the school administrator/principal, and/or other stakeholders		
Summary of Findings:	The district complies with Ohio's Special Education Operating Standards		
Area of Strength:	District was receptive to questions and Ms. Green demonstrated a deep understanding of IDEA, both in theory and practice.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of Improvement:	N/A		

Recommendations:	<p>District continue to fine tune its Multi-Tiered Systems of Support process to ensure maximum impact of efforts for most students.</p> <p>District formalize process for identifying students that may have a Section 504 qualifying condition and develop process for standardized follow-up with student and family regarding next steps.</p> <p>District develop process to demonstrate its work with families with a home language other than English to ensure meaningful participation in students' education and ability to provide informed consent when required for a student with a disability.</p> <p>District standardize its procedures for all education staff regarding documenting its provision of Specially Designed Instruction.</p>
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Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists, on behalf of St. Aloysius, completed a 2021- 2022 compliance review of your school and is pleased to provide the following summary of that review. This compliance review consisted of a virtual meeting or onsite meeting and follow-up if needed. Please don't hesitate to contact Kerry Jupina at kjupina@charterschoolspec.com with any questions/comments/concerns.

School Name:	Greater Ohio Virtual School		
Review Dates:	Online: 2/15/2022	On-site: Click or tap here to enter text.	
Sponsor Rep Conducting Review:	Kerry Jupina		
Purpose: College and Career Readiness compliance review	2021/2022 review		
Stakeholder Group Data Collected From:	<input checked="" type="checkbox"/> School Leader	<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative
	<input type="checkbox"/> teacher/Staff Member	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected: Item #'s listed here correspond to the attached 2021-2022 Compliance Item Reference Document.	Item Number: 104,111,112,119,122,123,126,127,128,129,130,131,132,133,134,135,136,137,138,139,156,157,158,159,160,161,164,165,166,167,168,197,198,199,514,764,973		
NOTE: In addition to the item #s list the following items were discussed and reviewed randomly when necessary: Graduation files, CCP pathways, graduation pathways, industry credentials, ACT/SAT testing, career advising/student success plan, graduation seals, Official transcripts and CTE curriculum.			
Summary of Findings:	All items noted above were compliant or N/A.		
NOTE: Continue to implement pathways to graduation to include Credentialing options and CCP Options.			
Area of Strength:	Click or tap here to enter text.		
Areas of Improvement:	Click or tap here to enter text.		
Steps/Timeframes to Address Area of Improvement:	Click or tap here to enter text.		
Recommendations:	Click or tap here to enter text.		



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists, on behalf of St. Aloysius, has recently completed a compliance review of your school and is pleased to provide the following summary and attached details of the findings of that review. This compliance review consisted of an online meeting, follow-up, and subsequent on-site record reviews. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	Greater Ohio Virtual Academy		
Review Dates:	Online: 11/18/21	On-site: 4/22/22	
Sponsor Rep Conducting Review:	Bekah Dawson		
Purpose:	Fall/Winter Compliance Review		
Stakeholder Group Data Collected From:	<input checked="" type="checkbox"/> School Leader	<input type="checkbox"/> Student	<input type="checkbox"/> Management Company Representative
	<input checked="" type="checkbox"/> Teacher/Staff Member	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected: Item #'s listed here correspond to the attached 2021-2022 Fall Winter Compliance Item Reference Document.	Item Number 105, 106, 109, 113, 114, 115, 116, 117, 118, 120, 146, 147, 148, 149, 150, 186, 201, 207, 208, 209, 216, 217, 218, 219, 220, 221, 222, 301, 302, 307, 310, 316, 317, 401, 406, 414, 416, 417, 426, 427, 428, 430, 431, 433, 437, 438, 440, 442, 502, 503, 506, 507, 508, 509, 511, 517, 522, 523, 524, 525, 526, 527, 601, 604, 608, 610, 611, 612, 613, 615, 616, 617, 619, 620, 621, 622, 623, 624, 625, 626, 627, 635, 642, 652, 654, 655, 658, 661, 662, 664, 666, 668, 669, 670, 671, 672, 701, 703, 704, 705, 706, 707, 708, 711, 715, 717, 751, 752, 753, 754, 755, 756, 757, 758, 759, 761, 763, 764, 765, 776, 777, 778, 779, 783, 901, 902, 903, 904, 953, 954, 957, 958, 970, 971		
NOTE: In addition to the item #s listed here the following documentation was reviewed for compliance: Community School Charter, Plan-State Mandated Testing, Lease or Verification of Facility Ownership, Certificate of Occupancy, Liability Insurance Certification, Health & Safety Inspections, Fire Inspections, Food Service License, Emergency Response Plan, School Emergency Safety Drills, LPDC, staff records.			
Summary of Findings:	All items noted above were compliant or N/A.		
NOTE: N/A			
Area of Strength:	Mr. Lenney was organized, hardworking, detail oriented and enthusiastic regarding the compliance process. He is professional & diligent and has a good understanding of compliance items. Similarly, he worked very hard to comply with all the regulations, standards, and laws affecting the schools' operations, as did Ms. Collins with the file review in person this spring.		
Areas of Improvement:	#667: Open Meeting and Public Records Training- school did not submit evidence that board member, Larry Hook, completed required training.		
Steps/Timeframes to Address Area of Improvement:	The school will develop a clearly defined plan and specific roles given to staff members to ensure compliance items are fulfilled, identifying responsible individuals to ensure compliance with areas noted in the CAP request. Plan must be submitted no later than 7 days after the first board meeting of the 22-23 school year.		
Recommendations:	N/A		



Compliance Department Items Checklist

School: GOVS

List was updated: 12/5/22

Item No.	Required Pieces	Fulfilled	Comments
105. Aca. /Prev.	○ Policy	✓	
	○ Minutes	✓	
401. Truancy	○ Policy	✓	
	○ Minutes	✓	
406. Suspension	○ Policy	✓	
	○ Minutes	✓	
	○ Type of misconduct	✓	
414. Grading/Suspend	○ Policy	✓	
	○ Minutes	✓	
417. 72 hours w/d	○ Policy	✓	
	○ Minutes	✓	
426. Admission	○ Policy	✓	
	○ Minutes	✓	
427. Out of district	○ Policy	✓	
	○ Minutes	✓	
440. Residency	○ Policy	✓	
	○ Minutes	✓	
442. Change of Address	○ Policy	✓	
	○ Minutes	✓	
506. Hinkle	○ Provided	✓	
517a Fiscal Off.	○ Contract	✓	
	○ License	✓	
527. Employee Dishonesty Policy and Minutes	○ Provided	✓	
604. New emp. AOS	○ Provided	✓	
611. LPDC	○ Registration in OEDS	✓	
	○ Meeting Schedule 22-23	✓	
621. BWC	○ Provided	✓	Expires 1/1/23, fyi
654. Comp. Res.	○ Provided	✓	
661. Legal Counsel Relationship	○ Provided letter or receipt	✓	
664. Public Notice	○ Screenshot full year	✓	
668. Public Records	○ Provided	✓	
	○ Minutes		
671. Emp. Application Statement	○ Provided	✓	
705. Peanut Allergy	○ Policy	✓	

Item No.	Required Pieces	Fulfilled	Comments
	○ Minutes	✓	
	○ Evidence of stakeholder feedback	✓	
706. SVP Training	○ Copy of training Program	✓	
	○ Proof of Staff Training	✓	
720. Tobacco Use (new for 22-23)	○ Policy	✓	
	○ Minutes	✓	
754. Missing Children	○ program materials	✓	
	○ Form filled out by leader	✓	
755. Safety Policy Review	○ Minutes for current school year	✓	
	○ List of policies on meeting minutes	✓	
761. Harassment	○ Policy	✓	
	○ Minutes	✓	
	○ Written Statement to Parents	✓	
	○ Proof of Staff training on board policy	✓	
	○ Handbook	✓	
		✓	
901. PBIS	○ Policy (3 rd incident in wording)	✓	
	○ Minutes	✓	
902. Promotion Retention	○ Policy	✓	
	○ Minutes	✓	
903. Parental /Foster	○ Policy	✓	
	○ Minutes	✓	
Testing Plan 22-23	○ Plan	✓	
	○ Calendar/Schedule of dates	✓	
Staff Roster	○ Provided - Filled in completely	✓	
FBI/BCI	○ Provided -All staff	✓	
Licenses	○ Provided – All Staff	✓	
Compliance Questions spreadsheet	○ Complete	✓	
Cert. of Occupancy	○ Provided	✓	
	○ Intended for education purposes	✓	
Liability Insurance	○ St. Aloysius named	✓	
	○ CSS named	✓	
	○ All parties named	✓	
	○ Amount of coverage	✓	
	○ X million dollar per occurrence	✓	
	○ XX million dollars in the aggregate	✓	
	○ Excess or umbrella policy	✓	
	○ D & O liability	✓	
		✓	
Inspections	○ Health	✓	
	○ Fire	✓	
Food Service License	○ Provided	n/a	
Safety Drill Log	○ Current school year	✓	
	○ First 10 days of school	✓	

College/Career Readiness-Grades 6 th -12 th			
111. Career advising policy	<ul style="list-style-type: none"> Policy Minutes 	✓	
		✓	
122. State seals	<ul style="list-style-type: none"> Guidelines that the school developed 	✓	
128. College Credit Plus pathways	<ul style="list-style-type: none"> Evidence of required pathways in course offerings 	✓	
156. Parent notification about consequences of not graduating	<ul style="list-style-type: none"> Copy of resolution 	✓	Need minutes from board approval
164. Credit denial during an expulsion	<ul style="list-style-type: none"> Copy of applicable board-approved school policy Board minutes 	✓	
		✓	
167. At risk policy	<ul style="list-style-type: none"> Copy of applicable board-approved school policy Board minutes 	✓	Need minutes from board approval

Greater Ohio Virtual School

Contract Term: 7/1/2020 - 6/30/2024

Annual Report of the Academic, Financial and Organizational/Operational Performance

This report provides the results of the community school's performance against the Performance Framework attached to the charter contract. The information in the report shows multiple years of data and provides the schools with annually updated information against renewal qualifications so a school can see how they would score if up for renewal.

Each School is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal threshold that all schools must meet regardless of the type of school or maturity level.

- ☒ Your school meets the academic achievement targets as outlined in its community school contract above and is eligible to be considered for renewal.
- ☐ Your school does not meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.

Once the school is eligible for renewal, it will undergo the charter renewal process, as outlined in the sponsor evaluation, which consists of two parts: the High Stakes Review and the Renewal Application. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between the Renewal Application and the High Stakes Review. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

COMPARISON SCHOOL REPORT CARD DATA

<u>Comparison Schools Academic Performance: 2021-2022 Report Card</u>					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Greater Ohio Virtual School	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards	Meets Standards
Auglaize County Educational Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Fairborn Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards
Findlay Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Ohio Digital Learning School	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards
Quaker Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards

These comparison schools are also used in the academic performance calculation found later in this report.

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Data, and Financial Data tables used for this Annual Report letter are used for the High Stakes Review and align to the indicators specified in the Performance Framework. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past four years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card or not calculated.
- TBD - To Be Determined. (Additional information is needed).

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: Overall Grade, Achievement (formerly High School Test Passage Rate), Progress, Gap Closing, Combined Graduation Rate, and Four, Five, Six, Seven, and Eight-Year Graduation Rates. Schools are also rated on Identified Paths for Future Success which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2021-2022, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#).

The Academic Performance Data chart includes indicator scores included on the report card. Schools are evaluated for Achievement, formerly the high school test passage rate, which measures the percentage of students meeting applicable criteria on tests for graduation. Progress refers to the progress component score showing the growth all students are making based on their past performance. Gap Closing is how well a school is meeting the performance expectations for subgroups in English Language Arts, Math, Graduation and English Language proficiency. Graduation Rate scores look at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. Schools receive a score for inspiring students to paths of future success through work-based learning experiences; career-technical education and/or military readiness. Schools offering multiple paths of future success will be rated higher than schools offering limited or no pathways.

Additional Points

Additional points are provided in the academic section as a way to reward schools for achieving certain metrics. One additional point is given for each of the indicators measured that improve at least one grade level from the previous year. One additional point is also given for each subgroup that improves its attendance by two (2) percentage points. The school may earn another additional point if it increases the number of schools it outperforms in either of the Overall Local Report Card Grades. Because of the COVID-19 pandemic, additional points were not calculated for 2019 - 2020 and 2020-2021.

Academic Performance Data

Performance Area	Scores (Points)			
	2020-2021	2021-2022	Average Total Points	Total Points Available
Overall Grade (Weighted)	NR	Meets Standards (3)	3	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	NR	0	0	4
Achievement (formerly Test Passage Rate)	NR	Meets Standards (3)	3	4
Progress	NR	Meets Standards (3)	3	4
Gap Closing	NR	Meets Standards (3)	3	4
Graduation Rate - 4 Year (Weighted)	NR	Exceeds Standards (8)	8	4
Graduation Rate - 5 Year	NR	Exceeds Standards (4)	4	4
Graduation Rate - 6 Year	NR	Meets Standards (3)	3	4
Graduation Rate - 7 Year	NR	Exceeds Standards (4)	4	4
Graduation Rate - 8 Year	NR	Exceeds Standards (4)	4	4
Combined Graduation Rate	NR	Exceeds Standards (4)	4	4
Identified Paths to Future Success	NR	3	3	4
Additional Factor: Growth by Indicator	NR	TBD	---	---
Additional Factor: Improved Subgroup Performance	NR	TBD	---	---
Additional Factor: Improved Performance over Comparison Schools	NR	0	0	---

Total Points	42/48
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and operational performance of the school shows how well the governing authority and school adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the Board Meeting section.

Additional Points

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the school meets any mission specific goal for any subgroup as provided in the school improvement plan. Each year the schools submit a school improvement plan to the Sponsor. The school and governing authority will provide evidence starting in 2021-2022 that these mission specific goals were met for subgroups.

Organizational and Operational Data

Performance Area	Scores (Points)			
Current Contract Term: 7/1/2020-6/30/2024	2020-2021	2021-2022	Average Total Points	Total Points Available
Timely submission of required documentation.	2	2	2	2
Compliance Onsite Visits including Spring Survey	2	2	2	2
Corrective Action Plans	2	2	2	2
Probation	2	2	2	2
Board Meetings	2	2	2	2
Additional Factor: Academic Coach	NR	NR	---	---
Additional Factor: Mission-Specific Goal/Accomplishment	NR	TBD	TBD	---

Total Points	10/10
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FINANCIAL PERFORMANCE

The school's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts and annual audits. These items provide the information needed to determine if the school receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the school can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the Current Ratio section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the school must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	<u>6/30/2021</u>	<u>6/30/2022</u>	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75 (Weighted)	0	4	2	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	2	2	2	2
Current Ratio	0	2	1	2
Days of Operating Cash on Hand	2	2	2	2
Five Year Forecast	0	0	0	2
Audit Reports, Findings for Recovery (FFR)	2	2	2	2
Additional Factor: EMO/CMO Start-Up Support	0	0	0	---

Total Points	9/12
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TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
	42/48	10/10	9/12

Overall Percentage	Score (Points)	Renewal Year
	61/70 = 87.1%	2023-2024

Areas of Strength and Improvement

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school may be eligible for renewal in future years.

Areas of Strength

Academic

- GOVS has a solid attendance monitoring system and intervention support in place. The team monitors student attendance regularly and intervenes in advance of a problem. Students are provided with frequent communication and support.

Organizational and Operational

- Mr. Lenney was organized, hardworking, detail oriented and enthusiastic regarding the compliance process. He is professional & diligent and has a good understanding of compliance items. Similarly, he worked very hard to comply with all the regulations, standards, and laws affecting the schools' operations, as did Ms. Collins with the file review in person this spring.

Financial

- The school has maintained significant cash reserves and no liabilities.

Areas of Improvement

Academic

- The leadership team should consider developing building level teams to analyze and track student data to break down a root cause analysis for the school.

Organizational and Operational

- The school will develop a clearly defined plan and specific roles given to staff members to ensure compliance items are fulfilled, identifying responsible individuals to ensure compliance with areas noted in the CAP request.

Financial

- The school has projected losses throughout the five-year forecast.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner, Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

As the largest sponsor in Ohio, currently sponsoring 77 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Attendance at all Governing Authority Meetings ➤ Professional Development Calendar ➤ Individualized professional development upon request ➤ Legislative Advocacy ➤ Concise open meetings law and public records training | <ul style="list-style-type: none"> ➤ Compliance Visits ➤ Special Education Visits ➤ School Improvement Plan and Goal Setting Assistance ➤ On-Site Assistance Education Reviews |
|--|--|

Summary

The Governing Authority and School's performance on the performance framework measures throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. The School will be asked to complete a Renewal Application during this time. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

For the 2021-2022 school year, the school scored a total of 87.1%, which was comprised of a score of 86% on the organizational/operational data and financial data combined and a score of 88% on the academic section. To ensure eligibility for renewal in the final year of the charter, the school should maintain the overall score of at least 75%.

Alignment to iNACOL Standards



National Standards of Quality for Online Programs¹

Online Program Self-Evaluation Form

	5 - Exemplary	4 - Accomplished	3 - Promising	2 - Incomplete	1 - Confusing	N/A
<p>5 Exemplary: a model of best practice as related to this criterion</p> <p>4 Accomplished: excellent implementation; comparable to other examples</p> <p>3 Promising: good implementation; however, somewhat lacking in depth or detail</p> <p>2 Incomplete: partial implementation of this criterion; additional work needed; good start</p> <p>1 Confusing: not obvious; more work needed; not a good example</p> <p>N/A Not Applicable: Some standards may not apply to all types of programs</p>						
A	Mission statement — A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communication between and buy-in from stakeholders is a critical component of a mission statement.					
✓	5	4	3	2	1	N/A
✓	5	4	3	2	1	N/A
✓	5	4	3	2	1	N/A
✓	5	4	3	2	1	N/A
✓	5	4	3	2	1	N/A
✓	5	4	3	2	1	N/A
Comments/Evidence: PCA's mission is to provide learner-centered, individualized pathways to success for Ohio students, connecting them to their community and partners around the state, preparing them for their career success, and enabling them to fulfill their promise. This will be reflected on the school website and in the school's handbook. The school board and staff will review the mission statement every few years to ensure it reflects the school's program elements.						

INSTITUTIONAL



B	Governance — Governance is typically provided by a Board of Directors, an Advisory Board or a School Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff.							INSTITUTIONAL
✓	Members are knowledgeable about K12 online learning and/or receive appropriate training after joining the governing board.	5	4	3	2	1	N/A	
✓	Supports the organization by securing necessary resources.	5	4	3	2	1	N/A	
✓	Fulfills the role defined for it in the by-laws of the institution.	5	4	3	2	1	N/A	
✓	Collaborates with program leadership to implement policies and procedures that are in compliance with state educational statutes and/or regional accrediting agencies.	5	4	3	2	1	N/A	
✓	The legal status of the online program is clearly defined with no ambiguities in ownership, control, or responsibility.	5	4	3	2	1	N/A	
	Comments/Evidence: PCA’s governing board will provide steady leadership and membership over the course of its existence, has competent and experienced independent counsel, as well as a competent and experienced fiscal agent. The school’s bylaws and the Accel management agreement are clear in defining roles between both groups. The board and school leadership will work together to receive Cognia accreditation and ensure the school is compliant with state and federal law. The school will be fully compliant with their sponsor’s academic, financial, and operational standards							
C	Leadership — The leadership of a quality online program is accountable to the program’s governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program’s mission and vision statements.							INSTITUTIONAL
✓	Is responsible for meeting the organization’s annual goals and communicating these goals to its constituents.	5	4	3	2	1	N/A	
✓	Maintains a disciplined knowledge of its future with projections of income, expense, enrollment, and trends in its educational and business environment.	5	4	3	2	1	N/A	
✓	Provides a productive collaborative environment for learning and work, and the leadership necessary to plan both day-to-day operations and the long-term future of the online program.	5	4	3	2	1	N/A	
✓	Verifies that measures are in place to ensure quality, integrity and validity of information.	5	4	3	2	1	N/A	
	Comments/Evidence: The Board, CSS, and ACCEL schools will work collaboratively on developing annual school goals, enrollment projections, budgets, analysis and on-going reporting. The School leader will present a yearly State-of-the-School report that reflects on the previous year’s outcomes as well as the upcoming year’s school improvement plan. PCA will have best-in-class data systems to support student learning and engagement and monitor academic progress.							



D	Planning — A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which defines annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization’s performance.							INSTITUTIONAL
Strategic Plan								
✓	Is developed that addresses 3-5 years of actions and has been approved by the program’s leadership and governance.	5	4	3	2	1	N/A	
✓	Is updated on a regular basis (at least every 3-5 years) and includes historical data, baseline information, trend data, and projections, allowing data-driven decision-making.	5	4	3	2	1	N/A	
✓	Addresses the requirements for resources that effectively and efficiently serve their students and faculty, including curriculum, technology, support, professional development, and fiscal viability.	5	4	3	2	1	N/A	
Organizational Goals								
✓	Are aligned with the strategic plan.	5	4	3	2	1	N/A	
✓	Are updated annually based on past year’s accomplishments.	5	4	3	2	1	N/A	
✓	Are shared and supported throughout the organization.	5	4	3	2	1	N/A	
Comments/Evidence: PCA’s improvement planning process will begin with analyzing needs, reviewing data, reviewing the success of the previous year’s goals, and identifying any specific areas of concern. The school will use the Ohio Improvement Process as a framework for its annual school improvement process and uses the Cognia accreditation process for longer term external evaluation. The school’s budgeting process, both the annual and 5-year budgets, will be collaborative between the school leadership team, fiscal agent, Accel support leaders, and the school board with the goal to ensure the school has the appropriate resources to be successful.								
E	Organizational Staffing — A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management.							INSTITUTIONAL
✓	Sufficient professional, administrative and support staff are provided to carry out the mission and annual organizational goals.	5	4	3	2	1	N/A	
✓	Ongoing training and support are provided to the staff to carry out the mission of the program.	5	4	3	2	1	N/A	
✓	Clearly defined roles and responsibilities are evident to create a collegial team to assure effective delivery of quality education.	5	4	3	2	1	N/A	



✓	Evaluations of staff and faculty occur on a regularly scheduled basis.	5	4	3	2	1	N/A	
	Comments/Evidence: PCA will be staffed with licensed, talented educators to support the mission. They are provided with up front and ongoing professional development so that they can be successful in serving students and families. All team members will be evaluated annually to support their development and school accountability. PCA will use the Ohio Teacher and Principal Evaluation Systems (eTPES) for this purpose.							
F	Organizational Commitment — In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it.							INSTITUTIONAL
✓	Activities and accomplishments of the organization are aligned to the mission statement.	5	4	3	2	1	N/A	
✓	Programs that function under the authority of another educational organization have a demonstrated commitment from the parent organization to support the implementation and ongoing operation of this program.	5	4	3	2	1	N/A	
✓	Sustainability of the program is articulated through strategic and operational planning and implemented through ongoing operations (e.g. commitment to sustainable funding, maintaining quality staff, and compliance with applicable educational statutes).	5	4	3	2	1	N/A	
✓	Is accredited by a recognized accrediting body.	5	4	3	2	1	N/A	
	Comments/Evidence: PCA, like all ACCEL schools , will hold Cognia (AdvancEd) Systems Accreditation which means our network of partner schools is accredited							
G	Financial and Material Resources — A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices.							INSTITUTIONAL
✓	Are available to assure a quality educational experience in alignment with the organization’s mission statement.	5	4	3	2	1	N/A	
✓	Are managed in a responsible manner according to prescribed budget and accounting principles.	5	4	3	2	1	N/A	
✓	Are allocated in support of mission statement that demonstrates sustainability over time.	5	4	3	2	1	N/A	
	Comments/Evidence: PCA, as part of the ACCEL partner school network, believes that the school should be accountable for its results and self-sufficient. The school’s fiscal agent and the supporting ACCEL finance team include highly competent finance professionals with experience in accounting and reporting requirements. We are committed to being compliant with all state and federal requirements.							



H	Equity and Access — A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs.							INSTITUTIONAL
✓	Policies clearly state eligibility requirements for the program.	5	4	3	2	1	N/A	
✓	Policies and practices are in place that provide accommodations for students with disabilities.	5	4	3	2	1	N/A	
✓	Ensures that students have equitable access to the program consistent with its mission and purposes.	5	4	3	2	1	N/A	
Comments/Evidence: Eligibility requirements will be clearly stated on the PCA school website, in the handbook, during information sessions, and given to families when they contact the school to enroll. PCA and ACCEL will adhere to all Federal and State law that require all public schools to provide students regardless of disability, race, ethnicity, gender, or native language, with an equal opportunity to participate in and benefit from the school’s education program..								
I	Integrity and Accountability — In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes.							INSTITUTIONAL
✓	The online program discloses accurate information relating to its mission, accreditation, courses and programs, services, policies, fees, recruitment processes and incentives, and other factors considered important to prospective and current students and stakeholders.	5	4	3	2	1	N/A	
✓	The program results in learning appropriate to the rigor and breadth of the course, program, or diploma completion requirements.	5	4	3	2	1	N/A	
Comments/Evidence: PCA provides a balanced, challenging K-12 school program focused on students pursuing paths that lead to success, whether via college or an immediate career choice. Students personalized learning plans will be monitored along the way by the student, parents, teachers, and their school counselor. PCA provides a comprehensive program aligned to Ohio’s Learning Standards allowing for differentiation based on student needs and college/career goals. PCA will provide a board-approved annual report that will be distributed to parents and other key stakeholders.								
J	Curriculum and Course Design — A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers.							
✓	Has clearly stated and attainable educational goals.	5	4	3	2	1	N/A	
✓	Is clear and coherent in its organization.	5	4	3	2	1	N/A	
✓	Utilizes quality instructional materials and appropriate technology that enable and enrich student learning.	5	4	3	2	1	N/A	
✓	Demonstrates rigorous course content.	5	4	3	2	1	N/A	
✓	Provides for high-degree of interaction between teacher, learners, parents, and among learners themselves.	5	4	3	2	1	N/A	
✓	Embeds critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities.	5	4	3	2	1	N/A	



✓	Meets requirements of appropriate state or national standards, including applicable end of course assessments.	5	4	3	2	1	N/A
✓	Meets requirements of accessibility for individuals with disabilities.	5	4	3	2	1	N/A
✓	Meets requirements of copyright and fair use.	5	4	3	2	1	N/A
✓	Is designed to accommodate different learning styles.	5	4	3	2	1	N/A
✓	Is designed with consideration for time and place limitations of students.	5	4	3	2	1	N/A
Comments/Evidence: Detailed information on the PCA curriculum and instructional program is provided in the Education Plan within the application. More details on the course functionality can be shared in a virtual walk through.							
K	Instruction — A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development.						
✓	Is grounded in the program's mission, beliefs, and expectations for student learning.	5	4	3	2	1	N/A
✓	Is supported by research and best practice.	5	4	3	2	1	N/A
✓	Is continually refined based on assessment of stakeholders' needs.	5	4	3	2	1	N/A
✓	Is adaptable to best serve different student learning styles.	5	4	3	2	1	N/A
✓	Is sensitive to the cultural differences of students.	5	4	3	2	1	N/A
✓	Includes frequent teacher to student interaction, teacher to parent interaction, and fosters frequent student-to-student interaction.	5	4	3	2	1	N/A
✓	Is sensitive to time and place limitations of students.	5	4	3	2	1	N/A
✓	Faculty hold the required state certifications.	5	4	3	2	1	N/A
✓	Faculty are trained in and demonstrate competency in online instructional methodologies and learning technologies.	5	4	3	2	1	N/A
✓	Includes a process to monitor that the work and assessments are completed by the students registered for the course.	5	4	3	2	1	N/A
Comments/Evidence: PCA's instructional model is founded on the principles of anytime, anyplace learning. However, we balance student/family flexibility with a structured daily schedule to ensure students are mastering standards and concepts.							

TEACHING AND LEARNING STANDARDS



L	Assessment of Student Performance — A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders.							TEACHING AND LEARNING STANDARDS
	✓	Enables students to monitor their own learning progress.	5	4	3	2	1	N/A
	✓	Enables teachers to adapt their instruction to meet learner needs.	5	4	3	2	1	N/A
	✓	Uses multiple methods to assess student performance.	5	4	3	2	1	N/A
	✓	Assesses a variety of types of student performance.	5	4	3	2	1	N/A
	✓	Uses formative assessments to inform instructional practice.	5	4	3	2	1	N/A
	✓	Informs ongoing course design and revisions.	5	4	3	2	1	N/A
	✓	Measures student attainment of the course's educational goals.	5	4	3	2	1	N/A
	✓	Provides for timely and frequent feedback about student progress.	5	4	3	2	1	N/A
Comments/Evidence: PCA will leverage several types of assessments to constantly progress monitor students against local and national benchmarks. Our standards-based short cycle assessment approach allows us to pinpoint specific objectives for small group intervention and extension to ensure mastery. This balanced assessment approach is a best practice for all public schools.								
M	Faculty — A quality online program supports the faculty by providing opportunities for them to develop their professional skills through mentoring, professional development, and technical assistance.							SUPPORT STANDARDS
	✓	Provides and encourages participation in induction and mentoring programs.	5	4	3	2	1	N/A
	✓	Provides regular feedback regarding teacher performance.	5	4	3	2	1	N/A
	✓	Provides a wide variety of professional development opportunities.	5	4	3	2	1	N/A
	✓	Provides timely, effective technical support.	5	4	3	2	1	N/A
Comments/Evidence: PCA supports and guides teachers in numerous ways including providing an annually updated online teacher orientation course, training and mentoring opportunities, and teacher leadership opportunities. PCA will use the National Standards for Quality Online Teaching to guide its professional development support services for the school. The school will have a Local Professional Development Committee and uses the Resident Educator Program to support professional development and new teacher mentoring. Accel uses the Ohio Standards for School Counselors to support professional development for guidance staff and the state evaluation system aligned to these standards. Accel's Director of Student Programs guides the professional development along with the school's Manager of School Counseling. PCA will provide a student dashboard for each course in which teachers can see student mastery of Ohio Learning Standards, based on short cycle assessment results. Accel provides technical support to staff and students that includes self-help FAQ, phone help and instant chat box support. The goal is to get the staff member back on track as soon as possible including overnighting a new laptop, if necessary.								



N	Students — A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.							SUPPORT STANDARDS
	✓ Provides an orientation to online learning technologies and successful online student practices.	5	4	3	2	1	N/A	
	✓ Provides academic and administrative services to address their academic and developmental needs.	5	4	3	2	1	N/A	
	✓ Provides support services for individual needs.	5	4	3	2	1	N/A	
	✓ Provides access to learning and assessment content, instruction, technologies and resources.	5	4	3	2	1	N/A	
	✓ Establishes standards for teacher to student communication.	5	4	3	2	1	N/A	
	✓ Provides timely and meaningful assessment feedback.	5	4	3	2	1	N/A	
	✓ Provides timely, effective technical support.	5	4	3	2	1	N/A	
Comments/Evidence: All students will be provided an annual student orientation that is customized to their grade level that guides them through their roles as online students using the AMP system. All students will be provided a homeroom or advisory teacher who remains in regular contact with the student to guide his/her learning and developmental needs. Counselors are available to students and their parents/guardians to address developmental, life-skill and planning, and child welfare issues. All students and parents have access to technical support.								
O	Guidance Services — A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school.							SUPPORT STANDARDS
	✓ Ensures academic advising is provided for students to meet requirements of the program and/or school.	5	4	3	2	1	N/A	
	✓ Provides staff training in the unique student needs of online learning.	5	4	3	2	1	N/A	
	✓ Provides tools and/or information to assist students in determining the appropriateness of specific courses for their academic needs.	5	4	3	2	1	N/A	
	✓ Understands the network of services available to support online learning.	5	4	3	2	1	N/A	
Comments/Evidence: Licensed school & career counselors will be an integral part of PCA staff. They will work to support all students from the time they enroll until a student graduates.								



P	Organizational Support — A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online courses.							SUPPORT STANDARDS
	✓	Provides an online learning environment that is appropriately maintained, secure and is a productive and safe work environment for students and staff.	5	4	3	2	1	N/A
	✓	Provides a work environment consisting of the resources, tools, and organizational policies that enables staff to implement the program's mission, beliefs and objectives.	5	4	3	2	1	N/A
	Comments/Evidence: All Chromebooks provided to students are configured with an Internet security package. This software is configured so that only those sites authorized and required by ACCEL partner schools are allowed. The AMP system contains an in-course email system that allows teachers and administrators to communicate with students in the system. PCA will comply with FERPA and ACCEL will support PCA with FERPA compliance.							
Q	Parents/Guardians — In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.							SUPPORT STANDARDS
	✓	Are provided information about the program, successful online student practices and supportive learning environments.	5	4	3	2	1	N/A
	✓	Receive timely responses from faculty and staff.	5	4	3	2	1	N/A
	✓	Receive critical information about student progress and are encouraged to communicate with faculty and administrators to best support the online learning student.	5	4	3	2	1	N/A
	Comments/Evidence: Parents or guardians serve a critical role as Learning Coaches in PCA. All parents and/or guardians are encouraged to complete the Learning Coach orientation course, which explains their responsibilities and how to interact with the AMP system and their teacher. Parents have 24/7 access to their students' grades and progress.							
R	Program Evaluation — A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results.							EVALUATION STANDARDS
	✓	Conducts ongoing internal evaluations that include regularly collecting and analyzing data based on national, state, and/or program metrics.	5	4	3	2	1	N/A
	✓	Conducts ongoing internal evaluations that include using clearly articulated measures to evaluate its learners.	5	4	3	2	1	N/A
	✓	Conducts ongoing internal evaluations that include determining program success by measuring student achievement and satisfaction based on valid and reliable assessment techniques.	5	4	3	2	1	N/A



✓	Conducts ongoing internal evaluations that include ensuring students participate in state or national standardized testing, as appropriate and evaluating results against state or national data.	5	4	3	2	1	N/A	EVALUATION STANDARDS	
✓	Conducts ongoing internal evaluations that include consistently evaluating faculty to assure instructional quality, using clear, consistent policies, measures and procedures.	5	4	3	2	1	N/A		
✓	Conducts ongoing internal evaluations that include reviewing and evaluating courses to ensure quality, consistency with the curriculum, currency, and advancement of the student learning outcomes.	5	4	3	2	1	N/A		
✓	Conducts periodic external evaluations that include validating internal evaluation process and results.	5	4	3	2	1	N/A		
✓	Conducts periodic external evaluations that include independently assessing progress towards goals, mission and strategic plan of program.	5	4	3	2	1	N/A		
✓	Conducts periodic external evaluations that include informing an improvement plan for the online program.	5	4	3	2	1	N/A		
✓	Program Evaluation communicates evaluation results to program stakeholders.	5	4	3	2	1	N/A		
Comments/Evidence: PCA is centered on a continuous improvement model and that includes its curriculum, instructional model, and overall services provided to its partner schools. We collect stakeholder feedback and incorporate that into our company continuous improvement plan. Accel Schools participates in COGNIA accreditation (certificate included), and the company currently holds corporate accreditation in good standing through June 30, 2024.									
S	Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision.								EVALUATION STANDARDS
✓	Uses strategic, long-range and operational planning and evaluation to continuously improve its educational programs and services.	5	4	3	2	1	N/A		
✓	Uses data effectively to drive instructional and management decision-making.	5	4	3	2	1	N/A		
	Is based on:								
✓	Advancement of the program’s vision and mission.	5	4	3	2	1	N/A		
✓	Student achievement.	5	4	3	2	1	N/A		
✓	Internal and external evaluation.	5	4	3	2	1	N/A		
✓	Current research in the relevant areas.	5	4	3	2	1	N/A		
✓	Promising practices.	5	4	3	2	1	N/A		



Includes provisions for:								EVALUATION STANDARDS
✓	Beta testing and peer review.	5	4	3	2	1	N/A	
✓	Satisfaction surveys by students, parents, teachers and schools as appropriate.	5	4	3	2	1	N/A	
✓	Evaluation of curriculum and instruction as it relates to student achievement.	5	4	3	2	1	N/A	
✓	Regular online teacher performance evaluations.	5	4	3	2	1	N/A	
✓	Reviewing and updating policies and procedures.	5	4	3	2	1	N/A	
✓	Reviewing appropriateness, effectiveness and quality of teaching and learning technologies.	5	4	3	2	1	N/A	
✓	Regular online course reviews.	5	4	3	2	1	N/A	
Comments/Evidence: Again, PCA is committed to continuous improvement of its curriculum and instructional services to its partner schools. PCA will be constantly collecting feedback on all aspects of our online learning program through students, parents, teachers, administrators, school boards and authorizers. Accel Schools participates in COGNIA accreditation (certificate included), and the company currently holds corporate accreditation in good standing through June 30, 2024.								

